FINAL REPORT
ON WORK OF
SOCIAL POLICY ANALYST - YOUTH

UPLIFTING ADOLESCENTS PROJECT

Prepared by:
Seneca Lewis-Garraway

April 2000

FINAL REPORT
ON WORK OF
SOCIAL POLICY ANALYST - YOUTH

UPLIFTING ADOLESCENTS PROJECT

Prepared by:
Seneca Lewis-Garraway

April 2000

FINAL REPORT
ON WORK OF
SOCIAL POLICY ANALYST - YOUTH

Prepared by
Seneca Lewis-Garraway, M. Sc.

April 2000

TABLE OF CONTENTS

d

LIST OF ABBREVIATIONS

ASRH	Adolescent Sexual and Reproductive Health
CRC	Convention on the Rights of the Child
CXC	Caribbean Examination Council
ECE	Early Childhood Education
ESSJ	Economic and Social Survey of Jamaica
GOJ	Government of Jamaica
HEART	Human Employment and Resource Training
ILO	International Labour Organisation
ICDP	Inter Community Development Programme
JAMAL	Jamaica Movement for the Advancement of Literacy
JCDC	Jamaica Cultural Development Commission
JSLC	Jamaica Survey of Living Conditions
KMA	Kingston Metropolitan Area
MOEC	Ministry of Education and Culture
MLGYCD	Ministry of Local Government, Youth and Community Development
NFPB	National Family Planning Board
NCTVET	National Council on Technical and Vocational Education and Training
NGO	Non-governmental Organisation
NYS	National Youth Service
PIOJ	Planning Institute of Jamaica
SDC	Social Development Commission
SLC	Survey of Living Conditions
SL-TOP	School Leavers Training Opportunity Programme
STATIN	Statistical Institute of Jamaica
STEP	Special Training and Empowerment Programme
UAP	Uplifting Adolescent Programme
UN	United Nations
UNFPA	United Nations Fund for Population Activities
UTECH	University of Technology
UWI	University of the West Indies
YOU	Youth Opportunities Unlimited

INTRODUCTION

The Uplifting Adolescent Project (UAP), a joint project between the Governments of Jamaica and the United States, commenced operation in 1996, and is due to end in December 2000. It is financed by a grant from the United States Agency for International Development, Mission to Jamaica (USAID/Jamaica), and is managed and coordinated by Development Associates Inc. (DA), a US-based firm of management and governmental consultants.

The UAP represents one response to the findings of a 1995 study[1] on Jamaican adolescents, which estimated that approximately 209,000 (45%) adolescents were at risk[2]. It was felt that meaningful intervention measures were necessary, if these individuals were to mature into well-rounded, self-sufficient adults, able to contribute to the development of their communities and the society in general.

The identified goal of the UAP, as outlined in the USAID/Jamaica Project Document, is to promote smaller, better educated families, with particular emphasis on the poor. The stated purpose is to improve the social and job skills of Jamaica's at-risk youth on a sustainable basis so that they may become more responsible and productive citizens. The project strategy is to support the work of fifteen Jamaican NGOs in implementing projects targeted at 10 -18 year old, at-risk adolescents.

Among the identified outputs are:-
1.   Strengthening of Jamaican NGOs
      Here it is expected that NGOs would improve their managerial capabilities, and improve or expand their programme capabilities and delivery packages of services to adolescents.

2.   Delivering Services to Adolescents
      This involves the design and delivering of a package of services to a targeted 11,000 at-risk adolescents. The range of services includes four technical areas:-
      ▸   literacy and remedial education
      ▸   personal and family development
      •   reproductive health
      ▸   technical and vocational training

3.   Strengthening the Youth Unit of the Ministry of Local Government, Youth and Community Development, as the government counterpart on the project, to be able to play a pivotal role, in continuing the activities at the end of the project.

---

[1] The study was conducted by Trevor Hamilton and Associates in 1995.
    In the study, an adolescent is defined as a young person 10 - 18 years old.

[2] According to the UAP, young persons are considered "at risk" if they:- (a) are not enrolled in schools; (b) have dropped out of school; (c) do not attend school regularly.

One element of the strengthening of the Youth Unit was the support by the USAID Jamaica Mission, under the Uplifting Adolescent Project, of a Social Policy Analyst on Youth for one year, to assist the Unit to enhance its ability to guide policy for youth development in Jamaica. The general and main task of the Social Policy Analyst was to provide support to the Youth Division to strengthen its policy analysis capabilities with respect to youth work.

After preliminary observations, research, and detailed discussions with the then Director of Youth, it was decided that the following issues/tasks should be addressed as priority during the year. It was felt that addressing these issues/areas would set a framework, which would serve as the base for policy related action to be taken by the Division, in subsequent years.

The tasks were:-
1.   Research and prepare a policy document of the "Definition of Youth in Jamaica"
2.   Research and prepare a policy document looking at "Instruments Which Address the Rights of Youth in Jamaica"
3.   Identify material for a resource centre in the Youth Division
4.   Establish framework for and commence the setting up of a database of social indicators of youth
5.   Examine the youth development programmes in Jamaica.

The researching and preparation of these policy documents it was anticipated, would allow the Youth Division to then spearhead discussions and collaboration with other relevant stakeholders; provide a basis for policy formulation and direction; and facilitate the Division, as it sought to articulate its mandate of coordinating the execution of policies, strategies and activities for the development of the nation's youth.

APPROACH TO PAPER
This paper represents the final report of the work done by the Social Policy Analyst - Youth, for the year April 1999 to April 2000. At the outset, it was decided that separate policy documents would be prepared and submitted on individual issues researched and that the final report would bring together in summary, the results of the individual documents, along with general recommendations.

The main policy documents completed, summaries of which comprise the core of this report, are:-
1.   A Study of the Definition of Youth in Jamaica
2.   A Look at Instruments Which Address the Rights of Youth in Jamaica
3.   A Study of Youth Programmes in Jamaica

Other tasks completed include:
4.   Identification of material for a resource centre in the Youth Division
5.   Establishing the framework for a data base of youth indicators.

In addition to the above, the Social Policy Analyst contributed in a myriad of ways to activities taking

place in the Division. This included attending meetings on behalf of the Division, preparing short policy documents on youth and other matters for use within the Ministry; working with members of staff on how to use a variety of statistical material to articulate youth issues; how to conduct research using secondary data sources; etc

The agreement regarding the employment of the Social Policy Analyst, was that Social Policy Analyst be deployed at the offices of the Youth Division in the Ministry of Local Government, Youth and Community Development (MLGYCD), which would provide full logistical support, including office accommodation, office furniture and equipment, communications and local transportation. It was in the area of communications and transportation that weaknesses existed.

Difficulties experienced during the year, which impacted on the work being conducted, included the unavailability of Internet access, and problems making and receiving telephone calls - both critical to the conduct of research. In the first three/four months, access to the Internet via the Director's connection, as well as use of a direct telephone line dedicated to that office, helped to expedite the work progress. However, both were no longer accessible when the Youth Division became part of the Social Policy Unit, thus exacerbating the difficulties. In addition, transportation to facilitate visits to organisations outside of the Kingston area was not always readily available.

Further, during the year changes which occurred at the wider level of the Ministry, as well as, within the Youth Division, impacted on the work of the Social Policy Analyst - Youth, as set out and agreed to with the Director of Youth, at the beginning of tenure.

When the Social Policy Analyst - Youth commenced work in April of 1999, the staff at the Youth Division consisted of
- the Director of Youth
- a Youth Development Officer (acting)
- a consultant (focusing on programme development for at risk youth)
- administrative support staff

In July 1999, persons working in and connected to the Youth Division were informed about the establishment of the Social Policy Unit (SPU) within the Ministry. The SPU comprises the five broad areas of:-
1. Community Development
2. Culture
3. Youth
4. Welfare
5. International Programmes

Importantly, the Youth Division was now subsumed within the Social Policy Unit, which had new leadership. It was not clear what were the implications of these changes for youth issues.

Other changes which occurred and impacted on the Youth Division and its capabilities included:

- in November 1999, the consultant on the end of her contract, ceased to be a member of staff in the Division
- at the beginning of January 2000, the Director of Youth proceeded on pre-retirement leave
- in February 2000, the Acting Youth Development Officer was transferred from the Youth Division.

These changes for which there were no replacements, meant that the staff complement which existed in the Youth Division in April 1999, when the SPA commenced work was no longer in place. Basically, the Youth Division as existed in April 1999, had ceased to exist by February 2000.

The report which follows is presented in three sections:

Section 1: Presents important background data/information on factors which affect the social conditions of youth. Such data is useful in understanding the status of young people in Jamaica. This section presents demographic information, and the social conditions of youth using the characteristics of age, education, gender, wealth/income, urban/rural location and family conditions.

Section 2: Presents the summaries of the main tasks from the terms of reference of the Social Policy Analyst.

Section 3: Provides a brief critical summary of issues which any agency working with youth, needs to examine in more detail, with a view to developing relevant policy, in articulating its youth mandate.

SECTION 1: SOCIAL CONDITIONS OF YOUTH

Any examination of issues affecting youth in Jamaica would be incomplete without some attempt at examining the type and nature of the characteristics and variables which impact on the socialisation of youth. This section looks briefly at the social conditions of youth in Jamaica using some characteristics commonly used as criteria to differentiate and classify the broad youth category. The criteria include, age, educational status, gender, wealth/income, urban/rural location, and family conditions.

1.1: POPULATION DATA ON YOUTH

The demographic situation shows that Jamaica has a relatively young population, with approximately 59% of the total population being less than 30 years old. If youth are classified as persons 15-24 years inclusive, they comprise almost one fifth (18.6%) of the total population. Using a 15-29 year classification of youth, this category accounts for approximately 27.5% of the total population. In all of the above, men account for roughly 49% of the population, while women account for approximately 51%.

Table 1: Estimates of End of Year Population By Five Year Age Groups And Sex

1998			
AGE	TOTAL	MALE	FEMALE
0 - 4	292,564	147,868	144,696
5 - 9	262,083	131,402	130,681
10 - 14	256,870	127,585	129,285
0-14	811,517 (31.5%)	406,855	404,662
15 - 19	245,253	120,652	124,601
20- 24	234,061	115,623	118,438
25 - 29	230,662	114,066	116,596
15-24	479,314 (18.6%)	236,275	243,039
15-29	709,976 (27.5%)	350,341	359,635
0-29	1,521,493 (59.0%)	757,196	764,297

Source: Demographic Statistics, 1998 (STATIN)

On the issue of employment/unemployment among young people, labour force statistics show some 26.5% (123,500) of young persons (14 - 29 years) are unemployed. This figure includes 77,300 females and 46,300 males. Further, 73.5% (341,700) of these young persons are employed. The unemployment rate among youth, 14-29 years, is much higher than the national unemployment rate which stands at 15.4%. Females experience higher unemployment levels (35.0%) than their male counterparts (18.9%). [See Appendix I].

1.2:   THE AGE VARIABLE/FACTOR

Age is a major factor used to classify youth. In Jamaica the age definition of youth varies considerably. Many organisations use 15-24 years inclusive or 15-29 or 30 years, to classify youth. Whatever the range used however, the need to further disaggregate the broad youth category into subgroups should be noted. Currently in Jamaica, the persons who are outside of the formal education system without adequate skills and qualifications to access further education or employment, range in age from as low as 13 years and as high as the early twenties. Clearly, the needs of the 14 - 16 year age group are going to be different from those of the 17 - 20 year old, the 21 - 24 year old, and the 25 - 29 year old. The generalisation of policy across the broad category of youth, has resulted in some groups falling through the cracks. Of note is the proportion of 13 - 15/16 year old youth, who are outside of the formal education system, but are too young to access employment or nonformal education/training.

1.3:   THE EDUCATION VARIABLE/FACTOR

The issue of education is extremely important. Generally, how someone performs and the achievements attained at the formal education level, determine to a great extent the likelihood of that person experiencing difficulties accessing higher levels of education or entering the labour market, regardless of age, wealth or social class. However, available literature show that the children of those persons who are more educated, are more likely to have an above average opportunity of becoming educated. In Jamaica this is evident in the area of literacy, where it was found that the education background of parents affected the literacy level of their children. (JAMAL, 1995). Most of the children found to be illiterate, had parents who were themselves illiterate. Additionally, in the Jamaican situation, education status is closely linked to issues of income and wealth.

1.4:   THE GENDER VARIABLE/FACTOR

This is an extremely critical issue. Historically, females have been discriminated against in access to education, employment and remuneration where employed. Currently in Jamaica, available data show females record higher levels of performance and achievements at the secondary and tertiary education levels, and are better qualified than their male counterparts. However, they record higher levels of unemployment. Female unemployment for the youth age group (14 - 29), is recorded to be approximately twice as high as that of their male counterparts.

When one looks at the gender composition of the at risk groups, it reveals a preponderance of males.

The majority (estimated 80-90%) of street and/or working youth and children are male; a similar situation exists with the out-of-school population, where males comprise approximately 56%. (JSLC; 1998).

1.5: THE URBAN/RURAL FACTOR

The urban/rural factor is linked with many other variables - training and education opportunities, employment opportunities, issues of literacy - and represent an important sociological variable which impacts on the overall youth issue. In Jamaica the urban/rural factor is visible in issues of training, qualifications, access to training and employment, school attendance, etc. and ought not to be ignored when addressing youth issues.

- Unemployment in the 14-29 year age group is significantly higher in Rural Areas (30.7%) and Other Towns (29.7%), compared to the Kingston Metropolitan Area - KMA (19.4%).

- Young women in Rural Areas reflect the highest levels of unemployment (48%); which is more than twice that among young males in Rural Areas (17.0%).

  Of note is that unemployment among women in each of the geographical categories, exceeds that of men in the corresponding geographical category.

- The high levels of unemployment experienced by persons residing outside of the KMA relative to those in the KMA, place non-KMA residents at a distinct disadvantage. If not addressed such disproportionate unemployment could only contribute to increased rural-urban drift, with the attendant problems of increased population in the urban inner city communities, as well as in rural city centres.

- the majority (55.8%) of the 12-18 year olds, not enrolled in an educational institution (JSLC;1998) are from Rural Areas.

1.6: THE WEALTH/INCOME FACTOR

The factor of wealth/ income is linked to social class, and together correlate with other factors such as geographical location and literacy levels (education). These interrelated social variables impact on youth attainment of education and training, and as a result access to employment. In Jamaica wealth/income correlates with geographic area, with persons living in rural areas experiencing greater levels of poverty. In addition, wealth/income levels affect attendance at education institutions at the formal and nonformal levels.

1.7: THE FAMILY FACTOR

The importance of the family in the development of youth is well recognised. A strong, supportive family unit has the potential to compensate for negative factors, while a weak and dysfunctional family can exacerbate negative or risk factors and nullify positive ones. Many organisations working with young people indicate that many young people with behavioural problems at school, also had problems within their families. It was also noted that students performed better, where there was family support for and involvement in school activities.

The above are some of the major factors which critically impact on the socialisation of youth and therefore should be taken into consideration in the development of policy and programmes for youth development. The interrelated links between many of these factors point to the need for youth development programmes and activities to be integrative in nature, in order to attain the best possible results. Programmes which seek to address the needs of the total individual, and therefore tend to integrate into programme content, aspects of family life, living environment, etc., are likely to be more effective than single-focus programmes.

SECTION 2: SUMMARY OF POLICY DOCUMENTS

2.1: THE DEFINITION OF YOUTH IN JAMAICA *(Attachment A)*

In 1994/95, the Youth Unit prepared a National Youth Policy for Jamaica, to be used to guide national youth development issues. An important omission identified was a definition of 'youth'. Thus the task of preparing a policy document on the issue, which the Division could use as a base to commence discussions with relevant stakeholders to address this omission. The executive summary of that policy document follows.

2.1.1: Summary on The Definition of Youth in Jamaica

Issues relating to youth as a category began to surface immediately after World War I. In these earlier years youth issues were addressed mainly within the ambit of international law. More recently, the United Nations (UN) declared 1985 the International Year of Youth, and in that year also the first international definition of youth was developed. Notwithstanding the increased focus on youth, it should be noted that no single convention or charter on the Rights of Youth exists, as is the case for children where there is the Convention on the Rights of the Child (CRC).

Youth as a category can be defined by law, public policy and social perception. However operational definitions have been found to vary not only across the aforementioned areas but also from organisation to organisation and from country to country depending on cultural, institutional and other factors.

Perhaps the most commonly used definition of youth is that of the United Nations (UN) General Assembly which defines youth as "persons falling between the ages of 15 - 24 years inclusive". This definition also recognises the category of *young adults* (persons between 20-24 years). Of significance is that the UN definition of youth (15-24 years inclusive) overlaps with its definition of child (0-18 years).

It is important to note that youth (as defined by the UN - 15-24 years) comprise approximately 17% of the world's population. In the Caribbean they comprise between 18% - 23% (1991 data). In Jamaica, 1998 data indicated 19% of the total population being between the ages of 15-24 years, while 15-29 year olds accounted for approximately 28% of the nation's population.

Generally the issue of having a common definition of youth is 'dogged' in polemics. Proponents argue that a common operational definition with parallel rights, responsibilities and obligations (for the youth themselves, as well as for adults with whom they interact) is critical to ensure that the needs of youth are met in a pro-active and systematic way, as well as for efficient use of limited resources. This will further ensure that youth are adequately prepared to become productive adults and make a meaningful contribution to the society. The opponents feel that existing instruments (CRC, International Human Rights instruments) provide adequate protection. They further claim that young people will soon be adults and therefore need no specific set of rights.

The significance of definitions however lie in the critical role they play in delineating scope and

boundaries of operation. Definitions therefore impact on inputs and outputs and by extension on the process of policy planning and decision making.

Looking at social perceptions, adults perceive youth as being too young, too inexperienced and having opinions which are not to be taken seriously. Some young people espouse similar perceptions and describe themselves as 'still young' and 'having their whole lives ahead of them'. Generally though, the majority of young people express the need to be treated as full and equal citizens, who are able and ready to make meaningful contributions to the development of society. They also express the need to be given the necessary tools and to be assisted in acquiring the needed skills to take on this role as responsible partners contributing to overall human development.

In the Caribbean, the social stages of youth which parallel stages of biological development show some relationship between chronological and sociological criteria. While many scholars in the Region agree that the social stage of youth in the Caribbean begins at 15 years and ends at 25 years, there is no one accepted approach in defining the sub-categories within same. However, the most commonly used sub-categories are as follows:- Social childhood (0-14 years); Social youth (14-25 years); Social adulthood (25 years and over).

According to the above therefore where childhood ends youth begins. What is noticeable is that social life stages of youth and the legal definition of adult do not concur. This further contributes to the problems of defining youth. Indeed in most English-speaking Caribbean countries, the law delineates 18 years as the point of transition to adulthood, that is, on attaining the Age of Majority at 18 years. In addition, it is socially accepted that individuals at 18 years have, by and large, abandoned the status of childhood and would have achieved the physical and emotional maturation commensurate with adulthood. Using the social life stages of youth in the Caribbean, youth is extended for an additional 7 years.

In Jamaica, the situation is quite reflective of the above. The category youth is not explicitly defined by law, and operational definitions at the public policy and other levels reflect wide variations.

While there is no legal definition of youth, there are definitions of child (minor) and adult (Majority). Many interpret the law therefore to be implying that youth is the stage between childhood and adulthood, that is, 15 - 17 years inclusive. Definitions of child also vary, with some legislation using 0-18 years while others use 0-14 years. The closest legal definition to youth is to be found in the Juveniles Act which defines a 'young person' as someone who has attained the age of 14 years and is under 17 years. This immediately raises the question of whether 'young person' as defined by the Juveniles Act is meant to be synonymous with 'youth'? It is important to note that the Juveniles Act defines child as 'a person under the age of fourteen years'; however the Children (Adoption of) Act and the Children (Guardianship and Custody) Act define child as a person under eighteen years of age. The age of Majority (when a person "becomes of full age and capacity") is consistent, and occurs on the attainment of 18 years of age.

In areas of public policy the situation ranges from no definition at all, to a variety of definitions with

some defining youth as going up to 30 years. The area of public policy raises some concern particularly where the organisation concerned influences policy development at the national level. Non-governmental organisations working with youth reflect a similar range of definitions. In some instances the UN definition is used, in others youth is defined as up to 29 years or 30 years.

The overall situation in Jamaica is one where there is no congruence across public policy, legal definition and social perception regarding what is meant by 'youth'. These inconsistencies have resulted in further inconsistencies and complications. A major issue is the overlap of 'child' and 'youth' (as defined by the UN). Another is the ability of a young person to give sexual consent at age 16 years but not being able to acquire a National Insurance (NIS) number or a Tax Registration (TRN) Number, (both indicators of being at the working age which coincides with the age of majority) until 17 years of age. If 18 years is accepted as the Age of Majority, then youth in the Caribbean is extended for 6 years (using 15-24 years inclusive definition). Since the law does not recognise different stages of adulthood, what then is to happen between 18 and 24 years? These are but a few of the many issues and concerns to be addressed.

Indeed some scholars have argued, that failure of Caribbean policy makers to ensure the existence of structures and systems to address youth matters, is a result of their inability to provide economic empowerment or the requisite material resources for the youth. Such empowerment would come through, among other things, available employment and post-secondary educational opportunities. This argument has some merit, especially when one considers the economic hardships experienced in the region in recent years. In the case of Jamaica, the economic hardship has been one of the worst in the region and young people have indeed felt the brunt of the negative repercussions of structural adjustment.

Will a definition of youth be the solution to the many differences? A definition in itself cannot solve these issues, but it is felt that a working definition can smooth the process and better focus resources ... all towards the desired outcome of more adequately addressing the needs of the young people.

It is clear from the material examined that the concept of youth in Jamaica needs fundamental and thorough analysis and re-examination. To devise and develop policy to address youth issues there must be some parameters of operation. A working definition would certainly contribute positively to the process.

It is recommended therefore that a definition of youth be developed. The definition of 'youth' should be legally defined, in the same way that 'child' and 'adult' are defined by law, and not left to the dictates of public policy and social perceptions. It should also reflect social life style and customs of the nation, and be cognisant of regional and international trends, as well as instruments to which the nation may have made commitments.

In developing the definition a consultative/participatory approach is recommended, with representation from the youth population, the legal fraternity, Children Services Division, PIOJ, STATIN, the Social Development Commission (SDC), as well as, other public and non-public

entities working with youth, etc. It is further recommended that the Youth Unit of the Ministry of Local Government, Youth and Community Development take responsibility for co-ordinating the consultative/participatory process.

Suggested age range proposals for examination are as follows:-
1. Define youth in the broad range of 15 - 29 years inclusive, with the following subdivisions:
    i.   Child: 0 - 14 years inclusive
    ii.   Young person/youth: 15 - 17 years inclusive
    iii. Adults 18 years and over. (Recognise two categories of adulthood: Young adult: 18-23 years inclusive, and 24 - 29 years inclusive).

2. Define youth in the range of 15 - 24 years inclusive.
    i.   Child: 0 - 14 years inclusive
    ii.   Young person/youth: 15 - 17 years inclusive
    iii. Adults 18 years and over. (Recognise two categories of adulthood: Young adult: 18-21 years inclusive; and 22-24 years inclusive).
The above suggestions would retain 18 years as the Age of Majority.

The definition should be accompanied by a set of rights, responsibilities and obligations for youth, as well as, the establishment of an enabling environment to meet the needs of youth. The issue of the overlap between child and youth must also be addressed. Indeed any definition developed cannot be static, therefore there should be room for periodic review, to reflect significant social and lifestyle changes within the nation.

2.1.2:   Recommendations
1. It is critical that the category 'youth' be defined. Such a definition is pivotal to the formulation of any national youth policy.[3]

2. Youth should be legally defined, in the same way that 'child' and adulthood are defined by law. The definition of youth should not be left to public policy and social perceptions.[4]

3. The definition developed must reflect social life style and customs of the nation. It should also be cognisant of regional and international trends, as well as instruments to which the nation may have made commitments.

---

[3] The UN General Assembly in providing guidelines for the development of National Youth Policies (NYPs), identified the 'establishment of a definition on youth appropriate to national circumstances .....' as the first of a number of main steps to be taken in the developmental process.

[4] It should be noted that a study on the Youth Division conducted in 1997, recommended that development of an 'age policy .... for the purposes of identifying the target clientele for data collection and information dissemination'. The consultative approach was also recommended.

4. In developing the definition a consultative/participatory approach must be used. This process should have representation for youth, the legal fraternity, Children Services Division, NGOs, PIOJ, STATIN, public and non-public entities working with youth, etc.

5. Following on the recommendation of defining youth by statute it should become necessary to examine the related laws and seek to address variances where necessary. Areas such as the workforce age limits, compulsory education age, definition of child, ...

6. The Youth Division of the Ministry of Local Government, Youth and Community Development (MLGYCD) should take responsibility for co-ordinating the consultative/participatory process to develop a definition for youth. Discussions could start at the level of the Advisory Council on Youth Policy, and then be taken to a wider level.

7. Any definition which is to be representative or reflect a people's way of life must be reviewed periodically, in order to remain current and truly representative.

2.2: INSTRUMENTS ADDRESSING THE RIGHTS OF YOUTH
(Attachment B)

Early discussions with the staff of the Youth Unit and other stakeholders, indicated that stakeholders were generally unclear about the bases on which youth issues could be addressed. While many were aware of the existence of the National Youth Policy, they were unaware of other regional, and international instruments which presented some position on the rights and responsibilities of youth. In some instances the Government of Jamaica had attended and ratified or endorsed position documents. It was felt that if the Youth Division was to provide active leadership on youth matters nationally, it should be knowledgeable about the various instruments which in some way supported, or set forth a position on youth matters. The policy document on instruments which address youth rights resulted.

2.2.1: Summary: Instruments Addressing The Rights of Youth

In looking at issues affecting youth there is no single document which addresses rights and interests of youth, as is the case with children where there is the Convention on the Rights of the Child (CRC), which protects the rights and interests of children. However, a number of instruments exist which provide protection for the rights of youth and address issues which affect this category of the population. Some of these instruments are legally binding, in international law, while others are not. Such instruments can be found at the international, regional and national levels. Instruments emanating from international and regional conferences, are not legally binding and are sometimes referred to as consensus documents. They represent declarations of consensus by participating nations on issues which affect human life and well being.

At the international level under the auspices of the United Nations, there are four main human rights

conventions which provide for the protection of rights for all human beings. Youth as human beings, are entitled to enjoy all existing human rights and are therefore protected under these conventions. The four conventions are: the International Covenant on Civil and Political Rights; the International Covenant on Economic, Social and Cultural Rights; the Convention on the Elimination of All Forms of Discrimination Against Women; and the Convention on the Rights of the Child. These conventions legally bind all governments and nations which have signed and ratified them, to ensure that national laws, policies and practices conform to the standards they set out.

Generally, the above Conventions seek to protect an individual's political, civil, economic, social and cultural rights. Political and civil rights include the right to life, freedom of speech, freedom from arbitrary arrest, and the presumption of innocence in legal matters. Other conventions cover the right to:- work, social security, adequate standard of living, enjoy the highest attainable standard of physical and mental health, and education. All these rights are available to young people, in addition to others which are directly applicable to them.

In addition to the above Conventions, there are a number of important international conferences which can be used to interpret youth rights. These conferences address issues of the environment and sustainable development, population growth, social development, urbanisation and human rights. While the documents emanating from such conferences are not legally binding, the issues and areas addressed are of most pressing concern to human survival and well being worldwide. These issues not only affect the lives of young people, but many of these consensus documents include separate sections which directly address the youth and their participation in the decision making process of their nation.

Other instruments or consensus documents emanate from regional conferences and meetings, such as CARICOM and the Commonwealth Youth Programme. At the national level there is the National Youth Policy and sectoral documents such as the National Poverty Eradication Policy, which target youth as a specific category. All such instruments address matters affecting youth and can be seen as providing some protection of the rights of this category of the population.

In the case of Jamaica, the nation has signed and ratified four human rights conventions and has participated in CARICOM and the Commonwealth Youth Ministers conferences from time to time. At the national level, a National Youth Policy exists. Such involvement and action are indicative of some level of commitment to the development of the youth of this nation. The existence of certain youth development programmes such as the National Youth Service; the Human Employment and Resource Training (HEART) Trust, indicate that the nation has moved beyond simply ratifying or endorsing consensus documents, to the implementation stage of commitment.

Two common themes which occur in all of the above-mentioned instruments or consensus documents, is the need for governments to ensure that an enabling environment exists to facilitate the realisation of commitments and therefore youth development; and the necessity to involve youth in the national decision making and policy development process, particularly in matters which will affect their lives. With respect to both of the above themes, there is much room for improvement.

In Jamaica, an important start has already been made with the development of the National Youth Policy, and the signing and ratifying of important international human rights instruments. However, even within the context of the existing difficult economic climate, greater action needs to be taken to put issues of youth on the 'front burner' - sustainable development of any nation cannot take place based on ad hoc programmes targeting its youth population.

2.2.2:   Recommendations

1.   Strengthen the national youth policy by (a) addressing the omission of a definition of youth, (b) preparing a plan of action plan for implementation of objectives. The re-establishment of the National Youth Policy Advisory Committee could be very useful here. In addition the Youth Division should seek to increase dissemination of the Youth Policy, so that individuals can become aware of its existence and contents.

2.   Take action to strengthen the Youth Division, by increasing both human and financial resources. (See recommendations made in the 1997 assessment, conducted by Strategic Management and Training Consultants Ltd.).

3.   Involve young people directly in the development, implementation, and monitoring of youth related, sectoral policies and national youth policies. Increase the number of young people sitting on the boards of relevant organisations (JCDC, SDC, NYS).

4.   Educate and promote awareness among young people, of international human rights and other youth-related instruments, and how these relate to their lives. Staff at the Youth Division should secure copies of the various instruments and other consensus documents for the Youth Division's Resource Centre, and for the Youth Information Centre. These could be made available to interested young persons. Explore the possibility of collaborating with Jamaica's Council for Human Rights, to conduct sessions explaining the link between human rights and youth rights, with youth groups, students, etc.

5.   Promote, support and strengthen the participation of young people in the design and implementation of peer support programmes. Areas for focus should include improvement of literacy, youth health, conflict resolution and crime prevention, drug abuse, entrepreneurship development. This could be done by providing support to NGOs which currently train young people as peer counsellors in any of the above areas.

6.   Establish structures to facilitate information sharing on matters relating to youth, (conferences attended, level of participation, etc.) with youth organisations, non-governmental and community based organisations working with youth.

At the level of the Youth Division, organise for any youth organisation or representative thereof, to make written and/or oral presentation, on conferences or meetings attended, to the Division and related agencies (SDC, JCDC) of the Ministry of Local Government. Assign

specified staff the responsibility to monitor attendance of Jamaican representatives to youth meetings, conferences, etc.; solicit documents on proceedings and disseminate to other youth organisations, government agencies, NGOs and other relevant organisations; despatch documents from youth and youth-related meetings, conferences, etc., attended by government personnel to youth organisations, NGOs working with youth, etc. This would begin the building of a relationship with such organisations, and over time lead to a more structured relationship.

The Youth Division could organise to act as a clearing house and coordinating point to facilitate networking and information sharing among relevant organisations/agencies.

2.3: A STUDY OF YOUTH DEVELOPMENT PROGRAMMES IN JAMAICA *(Attachment C)*

In the Caribbean, the overall paucity of data and information particularly on social issues, youth being no exception, is often lamented. In Jamaica the situation is no different, as documentation on important details about the operations of many of the youth development programmes is quite sparse and non existent in instances. Not being sure what programmes are available and which subcategories of youth are being targeted by whom, makes it difficult to ascertain precisely what and where the needs are. In an attempt to fill some of the data and information gap regarding the situation and needs of young people in the society, a study of some of the youth development programmes was conducted. The study sought to look at the category of youth programmes targeted, the capacity of organisations to deliver quality programmes, as well as the level of programme assessment which exists.

2.3.1: Summary of Youth Development Programmes in Jamaica

In Jamaica, a number of organisations government and non-government offer developmental programmes for youth. Programmes focus on training and education, remedial education, health education, and activities utilising after school/out of school time.

The formal education system which in effect is the main vehicle responsible for the development of adolescents and young adults, reflects a number of weaknesses which result in many young persons leaving the primary and secondary education levels with inadequate levels of literacy, numeracy and overall academic skills. Such low levels of competencies prevent them from going on to higher levels of education. In addition, in an extremely competitive employment market these young persons also lack employable skills. The result of the above is the need for a number of remedial programmes to address the needs of this group of young persons, who are unable to make a meaningful contribution to their personal development and the development of their nation.

In the area of post primary and secondary training and education, the major provider is the HEART Trust/NTA, and to a lesser extent, the National Youth Service and STEP. In addition, a number of NGOs offer some element of post primary/secondary training, in some instances in conjunction with

the HEART Trust. Previously conducted research indicates that individuals with HEART training, are more likely to access employment than their counterparts without the benefit of such training. It was found that HEART, in providing training was more responsive to the demands of the labour market. The basic minimum requirement to enter most of the programmes offered, is the Grade 9 achievement level.

Concerns were expressed regarding the following:-

- The inadequacy of programmes to meet the needs of individuals who fall below the Grade 9 education level and are thus unable to access existing programmes. Insufficient programmes in this area, result in these young persons, particularly young men ending up on the streets and becoming problems for the society.

- The need to ensure consistent standards in curricula content and methods of delivery, of programmes. This concern related mainly to offerings at the community based level.

- In some HEART operated community based programmes, organisers identified the need for the inclusion of a training component to address issues of attitudinal adjustment, personal development, development of social and communication skills; to complement the skills training component. Organisers indicate that such training is either lacking or inadequate at the home level, but is a critical necessity for successful inculcation of the skills training. Further, the building of high self esteem and developing competencies in communication, impact positively on performance and the ability of individuals to successfully interact with other persons and function effectively at the workplace.

In some programmes it seems as though 'training is being conducted for training sake', with no relationship to the demands/needs of employers or of the community in which trainees live. Thus on completion of training, young persons are unable to find employment and are unable to utilise training received to implement or successfully operate micro businesses.

In the area of remedial education and training, service is provided predominantly by NGOs. The majority of participants in these programmes comprise the at risk category of adolescents. These young persons would have dropped out of school, or were never enrolled in school, and are for the most part illiterate, innumerate, and lacking in vocational or social skills, expected for an individual of that age. Many of these NGOs operate under serious constraints of physical space and limited funds which impact negatively on a number of operational areas, particularly on their ability to retain qualified staff. The issue of staff is important, as often training provided has reduced impact due to high staff turnover. Lack of continuity in training, where a different member of staff is sent on training each time, also impacts negatively on the ability of the organisation to deliver higher levels of service. There is practically no government involvement in this area.

In the 'at risk' category, the peculiar circumstances of some young people, approximately 13 - 15/16 years old, who find themselves outside of the formal education system, is cause for concern. These young people, some of whom have completed primary school, others who dropped out of the system,

are unable to gain entry into post-primary institutions. However, they are too young and/or lack the required qualifications to access nonformal training programmes, or enter the labour market. Programmes to address their needs are nonexistent. When they are made to wait until they attain the age which will allow access to nonformal facilities, this may well be too late for many.

There is growing interest in activities and programmes (mentoring, homework assistance) which seek to utilise after school/out-of-school time to the advantage of adolescents. While these programmes can bring benefits to adolescents, it is important that they are of a high quality, well structured, managed and supervised. It seems there is need to set standards for these programmes, before poorly organised activities result in detrimental impact on adolescents.

In the areas of programme evaluation, monitoring and assessment, serious deficiencies were identified. In both governmental and non-governmental programmes, no structured mechanisms exist for regular analysis and evaluation of programmes, to allow for assessment of successes, strengths, weaknesses, best practices, etc. Such evaluation is critical to identify areas in need of development and strengthening, or on the other hand, to allow for documentation of significant achievements and best practices, which can be transferred or replicated elsewhere.

In addition, organisations failed to conduct tracer studies of graduates (HEART being the exception), or other relevant research to determine impact and outcome of programme activities in the wider society. The difficulty which such absence creates, is the inability to assess the impact of training particularly in the long term. One result is the ad hoc adjustment and changes to programmes.

In both Government and non-government operated programmes, participants experienced significant financial difficulty, which in some instances inhibited regular attendance and completion of the particular training programme. These difficulties were manifested in participants' inability to adequately feed themselves and meet transportation costs to get to training centres. While the issue of inadequate food surfaced in both rural and urban programmes, the problem of transportation costs seems more arduous in rural areas. Indeed in some rural areas, the inability to meet transport costs resulted in participants dropping out of programmes.

Programme organisers indicated that in many instances participants either arrived for classes hungry or were unable to provide lunch. It was also noted that in programmes where organisers are able to provide at least one meal per day to participants (breakfast in some instances lunch in others), attendance and performance are much enhanced.

The creation of linkages and networking across and within organisations, sectors and the wider community appears unstructured and weak for the most part. While there are indications of increased linkages and networking, it is an area that organisations working with youth would do well to seek to strengthen. This is particularly important, within the context of limited available resources.

Some indicators of success in programmes include:-
- where active parent or family support of and involvement in programme activities exist, as

manifested in attendance at parents/teachers gathering, fund raisers, and responding where there are problems with child/ward, participants' performance improved.

- where programmes include or provide
  - (a) elements of mentoring (Big Sisters Club, Big Brothers Club) as part of the wider programme.
  - (b) ·elements of attitudinal development, counseling and building of self esteem training
  - (c) participants with at least one meal daily, be it breakfast or lunch

  attendance levels were higher, participants' performance improved, thus contributing to an overall positive impact on the particular programme.

Generally, to ensure the development of young people in Jamaica, there is need for

(a) a strengthening of the formal education system in ways that will significantly decrease the number of graduates system who are illiterate or innumerate, and address issues concerning attendance and the out-of-school population;

(b) Curative or remedial programmes to assist persons already outside of the school system, whose levels of education do not allow them to access training from nonformal institutions or find employment. This would require the input of the Government, NGOs currently working with youth, parents of young people, and the society in general.

Government should provide assistance to NGOs which meet determined standards in the service provided to young people. At the outset assistance with the payment of the salaries for a minimum number of qualified teachers/instructors could be considered. Ensuring a minimum number of qualified teachers would impact positively on the quality of programme content and delivery.

2.3.2:   Recommendations

1. Where persons are enrolled in training programmes in rural areas of Jamaica, it may be necessary to reassess the amount of stipend provided. Consideration should be given to increasing the stipend, or providing subsidized transportation and/or meals for these participants. Data provided by the JSLC could prove helpful in making this decision.

2. The issue of including courses in some element of attitudinal adjustment, personal development and building of self esteem, and the development of social communication skills, to complement the particular area of skills training, should be given serious consideration. It appears that such a course component would contribute to the development of a more self sufficient individual.

3. The Government needs to become more involved in providing solutions to address the needs of the existing at risk category of adolescents. Solutions for this category of adolescents need

to be operationalised at a number of levels.

Firstly, there is need to initiate research to establish reliable data on the size and characteristics of the 'at risk' population. The Youth Division of the Ministry of Local Government, the Children Services Division of the Ministry of Health, NGOs working with at risk youth, and the Ministry of Education should come together and seek the assistance of an international agency, in this regard. Such collaboration should focus on the out of school population and let the Ministry of Education and Culture focus on those still in school.

Secondly, Government should provide more assistance to NGOs in the field to ensure continuation of their programmes. One immediate suggestion is to assess NGOs which currently operate programmes in this category, and assist qualified organisations with sourcing of funds and in developing their organisational capacity. This will significantly enhance their sustainability. At another level, consideration could be given to assisting such qualified entities with the resources necessary to expand the capacity of their operations. Taking responsibility for the remuneration of at least one teacher in qualified organisations, is one way in which the Government can assist NGOs.

4. The area of out of school time use and activities, requires additional research to establish the number of these programmes which exists, how they operate, and to assess their effectiveness. The importance of ensuring that certain standards exist for these programmes is critical. Organisations with expertise and years of experience in organising same, for example Youth Opportunities Unlimited (YOU), should be approached to provide assistance.

5. With respect to the conduct of assessment, evaluation and monitoring of programmes, it is recommended that HEART lead the initiative to correct this grave deficiency. As the national training agency, having established relationships with a number of organisations which provide training, and certainly having more expertise in the conduct of such evaluation and assessment, HEART should either
    (a)   devise and conduct training programmes for these organisations, so that they can conduct their own evaluation and research or
    (b)   conduct the needed research and assessments itself.

6. The Youth Unit needs to clearly define what relationship it would like to have with organisations working with youth and clearly communicate same to these organisations. In determining this relationship, it would be necessary for the Division to also determine what levels of assistance it could provide to organisations and how such assistance would be provided.

The need for organisations to find ways to work with parents of young persons who are participating in training programmes, in the areas of parenting, literacy, values and attitudes and inter-personal communication is critical. Many parents reportedly have problems communicating with their children who are teenagers and young adults. The issue of literacy is important so that parents can not just

communicate better and understand what their children are doing, but in some instances can provide some assistance with homework.

Generally youth development programmes need to seek to address all aspects of the young person's life. Thus programmes which are more integrative and takes into consideration, the many factors which affect a young person's life, such as family and living environment, are likely to be more effective.

2.4: SETTING UP A DATABASE OF SOCIAL INDICATORS OF YOUTH -YOUTH INDICATORS (Attachment D)

As the world we inhabit becomes increasingly knowledge driven, it is important to ensure that policy is information based and research driven. Policy which is informed by relevant data/information, allows for more efficient use of limited resources, and programmes emanating from such policy are likely to reflect a better match between needs and services provided.

2.4.1: Summary of Database on Social Indicators of Youth

Over the years policy makers in the region, have been accused of devising policy for youth, without the benefit of adequate data and information to ensure the best possible match between needs and policy. Policy makers in turn have decried the paucity of relevant data and information to guide the policy planning process, as well as, the monitoring, evaluation and assessment of programmes and processes.

Social indicators have a general goal of improving the information base of societies, they also perform the basic functions of monitoring social change and the measurement of welfare. Put differently, social indicators are measures of well-being which allow for assessment of variables such as school performance, life expectancy, the status of a population's health, the status of youth and children, and which can provide important information upon which to base public policy decisions.

The setting up of database of social indicators on youth (Youth Indicators), serves a myriad of purposes. It allows for the collection of statistics which would reflect important aspects of the lives of youth - education, health, work, family, behaviour - in one location; it provides the bases for the observation of trends and changes over time, which would allow for the charting of plans to address expected changes; it facilitates the identification of gaps in data and information, as well as gaps in services provided and allows for the identification and development of intervention methods to address same. In this specific case, it facilitates the Youth Division in its responsibility to carry out its mandate of coordinating matters regarding the nation's youth. Significantly, it also represents the first step in the establishing of an information based, research driven environment for the development of youth policy in Jamaica.

Youth is not a homogenous group. Further, as the environment around them changes, so too do their interests, attitudes and needs. A composite set of social indicators, which could provide historical and

trend perspective, could greatly enhance the development process when planning for this important category of the population. For example, is there a lengthening or shortening of the period of adolescence; are young people extending the period of education; are they remaining in their parents' homes for longer periods? These are some of the questions that a database of social indicators could help to answer, thereby assisting policy makers to activate the necessary support systems, which could be quite different from what was required by previous cohorts of young people.

The youth indicators have been organised into five broad categories, which cut across a number of disciplines. The categories are further subdivided into subcategories. The five broad categories are:

1. Population (demographics and family)
2. Education, Training and Achievement
3. Health Status and Care
4. Economic security/conditions
5. Crime and Deviance

Significant output from such a database include, the bringing together in one place, of pertinent data and information on youth; where the data gathering process is followed by social reporting, the preparation of a social report which could be disseminated to stakeholders; the ability to assess and evaluate programmes to guide changes and adjustments; the setting of standards which could be used nationally, are but some of the possible output. Most importantly, it is hoped that data and information provided would be used to guide the policy development process, to the benefit of the young people and the wider society.
(See Appendix II for list of youth indicators).

2.5: PUBLICATIONS ACQUIRED AND RECOMMENDED FOR RESOURCE CENTRE IN YOUTH UNIT *(Attachment E)*

The preparation of policy documents requires data and information. It is imperative therefore, that any entity which has responsibility for matters of policy, have at its immediate disposal an assortment of resource material, on which its staff can draw in preparing relevant documents. In addition, as the agency with responsibility for coordinating youth matters nationally, the Youth Division should be in a position to respond in a timely manner, to requests and queries on youth and youth related matters, from individuals at the national, regional, international levels. Such resource material were absent from the Youth Division. The identification of relevant material therefore sought to fill this resource gap. It should be noted that the Division had no budgeted allocations for this purpose, thus limiting the extent of purchases. Where materials could be secured at no cost, this was done. An important component of this task included the collecting and storing in one location, publications emanating from the Uplifting Adolescent Project.

SECTION 3: ISSUES REQUIRING FURTHER EXAMINATION AND ACTION

This section provides a brief critical summary of issues which any agency working with youth, needs to examine in more detail, with a view to developing relevant policy.

3.1: The Importance of an Information-based/Research Driven Environment for the Development of Youth Policy.

The dearth of reliable data and information, to inform decision making and planning, particularly on social issues in the Caribbean, is well known. The situation regarding data/information on youth in Jamaica is representative of the wider Caribbean problem. Where limited data exist, it is often not disaggregated, but treat youth as a homogenous group, which it is not.

In Jamaica, there is no composite set of reliable data/information on youth, which could be used to inform the development of policy. Reliable data on at risk youth, or the subcategory of youth who live and work on the streets, are not available. Similar gaps exist with regard to data on the number of young people not enrolled in an educational institution and unemployed, as well as on age disaggregated data for young people exiting the secondary school system each year. There is also an absence of data/information from the assessment of existing youth development programmes (e.g. tracer study reports). Thus changes are made in programmes, without the benefit of any historical perspective of previous programmes, and the needs of the target population.

Generally, any discussion of research or data gathering conjures up visions of survey research, which could be costly and time consuming. However, the multifaceted and dynamic nature of youth, allows for and requires the use of other research methods such as focus groups, content analysis, observation research, documentary research, as well as, social survey research. Ideally, both quantitative and qualitative data collection methods could be used. Additionally, as noted in the Youth Indicators outline, data/information collection need not be limited to primary data only. Indeed, some secondary data can be used within limits.

3.2: Rethinking The Approach to Youth Development

Young people as human beings have certain basic developmental needs that are critical to their survival and healthy development. Basic needs include:- a sense of safety and structure; a need for food; belonging and membership; self-worth and an ability to contribute; independence and control over one's life; opportunities for growth. Broadly speaking, youth development is a multidimensional, embracing, ongoing process, which prepares young people to meet the challenges of adolescence and adulthood. Youth development seeks to empower youth to play an assertive and constructive role in aspects of decision making which affect their lives.

Approaches to youth development vary in a number of ways. Generally, some approaches are deficit based and focus predominantly on youth problems and deficits, and the need for treatment and

remedial action. Others are more positive and utilise an asset-building approach, where the focus is to promote healthy youth development and by so doing, prevent the occurrence and growth of certain unhealthy and antisocial behaviours.

An asset based approach to youth development seeks to purposefully meet the needs of youth and to build competencies, which will enable them to become successful adults. Here, youth are not seen as problems but as contributors to the developmental process. The positive approach views youth development as an investment in young people - investment which is expected to yield outcomes such as self-reliant, self-confident adults, who can take their place as responsible members of society.

Generally the words "youth", "young people" evoke in many adults images of problems. Too often discussion on youth development focus on the negatives, of youth involvement in crime and violence, drug use, and other negative social behaviours, which adults would like to see end. Adults would like young people to stop getting into trouble, stop dropping out of school, stop getting pregnant, stop their violent activities, etc. Basically, adults would like young people to stop having problems and stop being problems.

The focus here is clearly on youth problems and this approach often evolves into thinking of the young people themselves as problems. It is generally agreed that the reduction of risk factors and risky behaviour is important. Some programmes focus predominantly on risk reduction, with the assumption that the absence of risky behaviours automatically results in positive growth, however, this is not necessarily correct. Youth policies and programmes should not focus only on preventing and treating youth problems, as this approach lends itself to the development of programmes which are reactive in nature. Programmes are devised therefore to address (redress) high youth employment; address/reduce high levels of youth crime and violence; etc. The approach is not primarily that of building strong young people, capable of taking informed and responsible decisions when confronted with life's problems. Often these short term, quick fix, programmes are focussed on meeting ameliorative objectives, with limited long term returns to the vast majority of youth or the society in general.

Programmes and policies therefore should also seek to build strength and resilience, so young people can take positive actions to protect themselves against risks which confront them as part of life. This requires that individuals working with youth rethink their approach to youth development. It is important to stop thinking of youth problems as barriers, which must be removed before youth development can commence. Instead development should be seen as effective strategy to prevent youth problems. Programmes and activities need to focus more on identifying youth needs and building competencies to meet those needs and develop successful adults.

The rethinking process would necessitate viewing youth development as one of many stages, in the continuum of overall development; starting from early childhood, continuing through primary and secondary education levels, then on to the post primary and secondary level. At each level the output from the previous level would impact and inform the subsequent level. The quality of previous levels therefore is integral to the success of the subsequent level. Training and education for youth at the

post primary and secondary levels therefore represents, just another stage in the process of investing in a nation's young population, and preparing them for adulthood. It represents an investment not simply in the young people themselves for their own sakes, but in the sustainable development and existence of the nation. This preparation for adulthood should not be viewed as beginning at 15 or 16 years of age.

The above requires a proactive approach, which in turn requires data and information. It is imperative therefore that an information-based, research driven environment be cultivated for the development of youth policy. For example, to adequately respond to training needs of the post primary/secondary target group, questions which should be answered with reliable data/information include:

- how many persons are graduating from the secondary system, what are their ages?
- what are the specific training needs of the population graduating from the system?
- what are the educational levels for various age groups?
- are there any gender or geographical area peculiarities, of which policy makers need to be cognisant in developing solutions?

3.3: Supply and Demand of Youth Development Opportunities

An issue which must be examined is whether the supply of developmental programmes for youth is adequate relative to the demand. While many data gaps exist, thus requiring cautious use of available data/information, most persons working with youth would agree that the total supply of opportunities for their development at the post primary/secondary levels do not match the demand, with demand exceeding supply. The following estimated data was produced by the PIOJ in 1998.

Table 2: Status of Youth (15-29 years) By Gender, 1997/98

ITEM	TOTAL	MALE	FEMALE
POPULATION (1998)	709,980	350,340	359,640
Number receiving education and training			
• Secondary Education (Grades 10-13)	73,251	33,304	39,947
• Private Schools (a)	6,429	3,080	3,349
• HEART/NTA (b)	19,742	8,304	11,438
• Tertiary Institutions	27,937	9,738	18,199
• Other Training Programmes (c)	26,065	8,824	17,241
• TOTAL	153,424	63,250	90,174
Numbers Employed	341,700	198,200	143,500
TOTAL (Receiving Education/Training & Employed)	495,124	261,450	233,674
YOUTH AT RISK (30%)	214,852	88,891	125,961

(a) Estimated based on 1996/97 data

(b) Certificate-track programmes

(c) Skills 2000, STEP, NYS, UAP, SLTOPS, ICDP, Apprenticeship Programme

Source: PIOJ, HEART/NTA, MOEC

The above table shows over 200,000 youth (15-29 years) who are unemployed and not in receipt of any education/training. While the contribution of NGOs is not included, they only reach limited numbers of individuals.

Examination of the demand/supply issue by category of youth may be more applicable, and allow for more precise identification of where the needs exist. Such examination may also unearth some harsh realities. While for some categories of youth, supply may be adequate, for others supply could be nonexistent. Available evidence seems to indicate for example, that development opportunities and programmes for "at risk" youth are woefully inadequate, relative to the demand. Again the available data must be used with caution. However in 1995[5], a study conducted on behalf of the UAP estimated that approximately 209,000 (45%) of Jamaica's adolescents (10-18 years) were considered to be at risk[6]. The majority of this at-risk group were 15 to 18 year old young persons not enrolled in school. Following is a disaggregation of the estimated at risk youth.

> **Disaggregation of 209,000 at-risk adolescents.**
> * approximately 10,000 aged 10-14 years, not enrolled in schools;
> * approximately 130,000 aged 15 - 18 years not enrolled in schools;
> * approximately 4,000 of the 323,000 adolescents between 10 and 18 years who are enrolled in school (1992), dropped out annually
> * approximately 65,000 of the 323,000 enrolled in schools are in and out of school intermittently
> (Source: UAP Project Paper: 3)

If the 1995 data for the 15-18 year olds is representative of the situation today, it means that a number of this age group are not enrolled in schools and therefore are not likely to have the Grade 9 educational level, which is required to access most non-formal programmes. Where are the programmes for this group of young people?

A subcategory of the "at risk" group, is the street and working children and youth. Here again reliable data on the numbers of adolescents comprising this category is unavailable. In 1995, UNICEF estimated the figure at approximately 2500; in 1999 it was estimated that the 1995 figure could have tripled to approximately 7500. The few programmes, mainly NGOs, which target this category do not reach the vast majority of that number.

There are many unknowns which serious handicap activity to address the issues. However, several things are clear:
(1) Current and reliable data on the 'at risk' category, as well as, the subcategory street and working youth and children are not available. There is need to take action to address this deficiency.

---

[5] The study was conducted by Trevor Hamilton and Associates. In the study, adolescent is defined as a young person 10-18 years old.

[6] According to the UAP, young persons are considered "at risk" if they: (a) are not enrolled in school; (b) have dropped out of school: (c) do not attend school regularly.

(2)   The supply of programmes for this group is less than the demand.

(3)   In seeking to match supply and demand, the disaggregation of subcategories which comprise the broader youth category is important.

SUMMARY OF RECOMMENDATIONS

1.   The Youth Unit must improve communication and establish closer links with young people in Jamaica, as well as with national, regional and international agencies which work with youth. The above could be accomplished in a number of ways.

   i.   Establish a website for the Division. This will facilitate communication and collaboration with other Youth Divisions/Departments in the region, national governmental and non-governmental agencies, as well as, with international agencies. The website will also target Jamaicans and other West Indians in the diaspora, as well as altruistic individuals interested in making a contribution to the development of Jamaica's youth.

   ii.   Co-ordinate the preparation and publication of a directory of youth groups/clubs in Jamaica. This directory would indicate the work focus of individual entities, membership characteristics, geographical location, and other relevant information. Circulated among stakeholders, a directory would enhance collaboration and networking and facilitate the Youth Unit to improve communication and establish links with young people.

   iii.   Establish a youth hotline, which operates for 24 hours/day (or for some time outside of the 8 hour work day). Information provided via this hotline would direct callers where to contact for help and information and provide counseling. The Youth Information Centre (YIC) already provides some element of this service, however it does not operate outside of working hours.

   iv.   Establish and strengthen formal links with national agencies working with youth and in youth related activities. The Youth Division should be represented on the boards of agencies such as HEART Trust, 4-H Clubs, Social Development Commission and the National Youth Service.

2.   Define the broad category of youth, and the subcategories which should be taken into consideration when developing policies and programmes. This is important for purposes of data collection and the targeting of services.

      The situation of the at risk youth category, for example, youth living and working on the

streets, has been cause for concern in recent times. The provision of services for this category of youth by the Government is very limited. The Youth Division should prepare an inventory of organisations working with at risk youth, assess the NGOs involved, using determined criteria, with a view to identify needs and development strategies to enhance their sustainability. Further, assistance should be provided to 'certified' NGOs working with this category, to enable the continuation of assistance to young people in this subcategory.

3. Establish an information-based, research-driven environment for the development of youth policy.
   i.   This would entail promoting and co-ordinating research on youth issues and concerns. The Youth Division should assist organisations to source funds for, and/or fund research on youth and youth related issues. Findings from such research would inform policy and programme development.
   ii.   An important component would be the full establishment of a database of social indicators of youth.
   iii. Establish criteria to be used to monitor and evaluate youth development programmes.

4. The successful execution of the above require the establishment of a distinct and well staffed entity to co-ordinate youth matters as identified by the National Youth Policy. Youth in Jamaica (15-24 years) constitute approximately 20% of the total population and comprise a number of subcategories. The need for a strong and focused entity to effectively coordinate the affairs of this important constituent of the population, in which the nation's future is vested, is critical. Guiding policy, which involves the coordination of activities of government, NGOs, as well as, private sector organisations working with youth, cannot be effectively driven by one policy analyst.

Consideration should be given to reestablishing the National Advisory Council on Youth, or a similar entity, to assist with the coordination of national youth matters. Membership should reflect the multidimensional, multisectoral nature of youth and youth development, and should therefore have representation from the youth population, the public and private sectors, as well as the NGO community.

APPENDIX I: TABLES SHOWING EMPLOYMENT/UNEMPLOYMENT DATA ON YOUTH (14-29 YEARS) BY AGE, GENDER AND GEOGRAPHIC AREA

Table a: Levels of Employment and Unemployment (April 1998)

Age Group (years)	ALL AGES			
	Labour Force	Employed	Unemployed	% Unemployed
14 - 19	71,800	40,400	31,400	43.7
20 - 24	204,600	146,100	58,500	28.6
25 - 29	188,800	155,200	33,600	17.8
30 - 34	163,200	144,600	18,600	11.4
35+	497,700	466,600	31,100	6.2
All Ages	**1,126,100**	**952,900**	**173,200**	**15.4**
	YOUTH			
14 - 29	465,200	341,700	123,500	26.5
14 - 24	276,400	186,500	89,900	32.5

Source: Labour Force Survey (STATIN)

Table b: Levels of Employment and Unemployment by Age and Gender (April 1998)

AGE (YEARS)	MALES			
	Labour Force	Employed	Unemployed	% Unemployed
14 - 19	42,600	28,100	14,500	33.9
20 - 24	106,300	85,500	20,800	19.6
25 - 29	95,600	84,600	11,000	11.5
30 - 34	83,000	79,000	4,000	4.8
35+	281,200	272,300	8,900	3.2
All Ages	**608,700**	**549,500**	**59,200**	**9.7**
All Young Males (14-29 yrs)	**244,500**	**198,200**	**46,300**	**18.9**
	FEMALES			
14 - 19	29,200	12,200	17,000	58.1
20 - 24	98,400	60,700	37,700	38.3
25 - 29	93,200	70,600	22,600	24.2
30 - 34	80,200	65,600	14,600	18.3
35+	186,300	164,200	22,100	11.9
All Ages	**487,300**	**373,300**	**114,000**	**23.4**
All Young Females (14-29 yrs)	**220,800**	**143,500**	**77,300**	**35.0**

Source: Labour Force Survey (STATIN)

Table c: **Employment and Unemployment Levels by Area and Gender**

AREA	BOTH SEXES			
	Labour Force	Employed	Unemployed	% Unemployed
KMA	382,300	339,100	43,200	11.3
Other Towns	187,900	152,800	35,100	18.7
Rural Areas	555,800	460,900	94,900	17.1
YOUTH 14- 29				
KMA	162,600	131,100	31,500	19.4
Other Towns	80,100	56,300	23,800	29.7
Rural Areas	222,400	154,200	68,200	30.7
	MALES			
KMA	187,600	169,900	17,700	9.4
Other Towns	100,500	86,400	14,100	14.1
Rural Areas	320,600	293,200	27,400	8.6
YOUTH 14 - 29				
KMA	76,800	63,100	13,700	17.8
Other Towns	43,400	31,900	11,500	26.5
Rural Areas	124,300	103,100	21,100	17.0
	FEMALES			
KMA	194,700	169,100	25,500	13.1
Other Towns	87,400	66,400	21,100	24.0
Rural Areas	235,100	167,700	67,500	28.7
YOUTH 14 - 29				
KMA	85,900	68,000	17,900	20.8
Other Towns	36,700	24,400	12,300	33.5
Rural Areas	98,000	51,000	47,000	48.0

Source: STATIN

APPENDIX II: LIST OF SOCIAL INDICATORS ON YOUTH

DETAILS OF SOCIAL INDICATORS ON YOUTH	SOURCE AGENCY & DOCUMENT	COMMENTS
A. POPULATION (DEMOGRAPHICS), FAMILY & NEIGHBOURHOOD	STATIN Census	Conducted every 10 years.
(I) Demographics (by age, gender, race, geographic/parish distribution) 5. Number of youth/young adults in population 6. Youth/young adults as % of total population 7. Population projections 8. Marital status 9. Number of youth/young adults (y/ya) with disability 10. Living arrangements of young persons 11. Racial/ethnic composition of y/ya population 12. Religion/religious practice	PIOJ Jamaica Survey of Living Conditions (JSLC)	JSLC produced annually. Utilises survey design & sampling methodology of STATIN. Sample size 1998 - 9136. Provides useful parish coverage.
(II) Family Structure Living arrangements (mother & father, single parent, grandmother, other) 1. Number living with both parents 2. Number living with one parent 3. Number homeless 4. Number in foster care 5. Number in institutional care facilities		
(III) Neighbourhoods 1. Number living in urban, rural, other towns 2. Number living in poor/very poor neighbourhoods		

B. EDUCATION, TRAINING & ACHIEVEMENT	Ministry of Education & Culture (MOEC):	Published annually. Trend data may be available, published since 1970s.
1. Number of y/ya enrolled in high/secondary school	Jamaica Education Statistics	Currently no age disaggregation for youth and young adults (y&ya).
2. Numbers of y/ya who dropped out of high/secondary school		
3. Reasons for dropping out of school		JSLC provides important age group data, especially in 17-18 & 19-24 age ranges.
4. Numbers completing high/secondary school		
5. Education level on completion high or secondary school		
6. Present educational level (qualification) of y/ya		
7. Numbers enrolled at tertiary level	STATIN	
8. Levels of literacy among y/ya	Jamaica Survey of Living Conditions	
9. Levels of proficiency in Reading, Math, Science for 15-17 yr olds		
10. Number of y/ya who use a computer		
11. Number involved in school-organised extracurricular activity		

C.	HEALTH STATUS & CARE		
		Ministry of Health	
(I)	**General Health**		
1.	Youth mortality rate		
2.	Number victim of violent crime		
3.	Number who have regular exercise programme		
4.	Number who visited doctor/health centre in last year		
5.	Number with health problem in last year		
6.	Number of y/ya suicides		
7.	Number who considered or attempted suicide		
8.	Number who received treatment for mental, nervous, emotional problems		
9.	Number of y/ya in excellent, average, poor health		
10.	Number of y/ya with health insurance coverage		
11.	Number who receive information in school on family life and sex education, AIDS, alcohol, drug abuse education.	Addiction Alert Organisation (AAO) and National Council on Drug Abuse.	Neither organisation currently conducts regular research - ad hoc at best.
(II)	**Behavioural Health**		
(a)	**Smoking, alcohol & substance abuse**		Reliable data not likely to be available form these sources .
1.	Number of y/ya who drink alcohol		
2.	Amount of alcohol consumption		
3.	Reasons for drinking/not drinking alcohol		
4.	Number who smoke cigarettes		

D.	**ECONOMIC SECURITY** **(I)** **Poverty and Income** 1. Number in various economic quintiles 2. Number of y/ya in poverty 3. Income to poverty ratio, families with y/ya by income quintile	STATIN Jamaica Survey of Living Conditions (JSLC)	
E.	**CRIME AND DEVIANCE** 1. Y/ya violent crime arrest rates 2. Carrying of weapons by y/ya 3. Physical fighting by y/ya (to settle disputes) 4. Y/ya who are members of gangs 5. Numbers of y/ya in prison, place of safety, detention centre	Statistics on some areas included prepared by the Statistical Dept, Commission of Police Office	Suitability of data to be investigated.

APPENDIX III: LIST OF JAMAICAN NGOS PARTICIPATING IN UAP

NAME OF ORGANISATION	PROJECT TITLE	LOCATION OF ACTIVITY
Jamaica Family Planning Association	Young Adolescent Empowerment Project	St. Ann, St. Mary
Jamaica Red Cross	Adolescents and Family Outreach	St. Catherine, Kingston, Clarendon, St. James, St. Thomas
Women's Centre of Jamaica Foundation	Youth Activity Program	Portland, Manchester, St. Ann, St. James, Westmoreland
Kingston Restoration Company	Uplifting Adolescents in Inner Kingston and Jonestown	Kingston
YWCA National Council	"Y" Adolescent Development	Kingston, St. Catherine, St. James
Rural Family Support Organization	Clarendon Youth Development Program	Clarendon
YMCA	Kingston Youth Development Programme (YDP)	Kingston, St. Catharine
Western Society for the Upliftment of Children	High risk children - Education Project	St. James, St. Catherine
St. Patrick's Foundation	Education & Training Programme Enhancement and Development	Kingston
Youth Opportunities Unlimited	Advancing the Opportunities of In-School Youth	Kingston, St. Catherine
Mel Nathan Institute of Development and Social Research	Partnership for Mature Personhood	Kingston, St. Mary
Ashe Caribbean Performing Arts Foundation	SOLID YOUTHS - Through the Performing Arts	Kingston
Jamaica Association for the Deaf	Youth Theatre Workshops	Kingston
Sam Sharpe Teachers' College	Sam Sharpe Centre for Child and Adolescent Development	St. James
Children First		St. Catherine

BIBLIOGRAPHY

Anderson, P. 1997. Youth Unemployment in Jamaica. International Labour Office, Caribbean.

Anderson, P. 1998. Youth Unemployment: Where We Stand in 1998. PIOJ.

Commonwealth Secretariat. 1991. A Study of Rural Support Systems and Youth in Seven Caribbean Countries. Report for Commonwealth Youth Programme, Commonwealth Secretariat.

Caribbean Community Secretariat, Commonwealth Youth Programme and UNFPA. 1999. Report on the Caribbean Youth Explosion.

Caribbean Community Secretariat. 1996. Report of the First CARICOM Consultation on a Regional Youth Policy: Youth Challenging The Future. Georgetown, Guyana.

Carnegie Council on Adolescent Development. 1994. Great Transitions: Preparing Adolescents for a New Century. Carnegie Corporation, New York.

Crawford-Brown, C. 1999. Who Will Save Our Children? The Plight of the Jamaican Child in the 1990s. Canoe Press, University of the West Indies.

Danns, K. et al. 1997. Tomorrow's Adults: A Situational Analysis of Youth in the Commonwealth Caribbean. Commonwealth Secretariat. London.

Barbados Youth Affairs Department. Building Tomorrow Today (publication on the Department's programmes)

Barbados Youth Affairs Department. YES: Youth Entrepreneurship Scheme (Mentorship, The Ultimate Experience). October 1997.

Government of Jamaica. National Youth Policy, 1995. Kingston, Jamaica.

Government of Jamaica. (Various Years) Jamaica Education Statistics. Ministry of Education and Culture. Kingston, Jamaica.

GOJ/UNFPA. 1999. VIP Youth Bulletin - Adolescent Sexual and Reproductive Health Situation.

HEART/NTA. 1992. Tracer Study of 1990 HEART/NTA Academy Graduates.

HEART/NTA. 1997. Report on the Tracer Study of 1992/1993 Trainees (unpublished).

JAMAL, 1995. National Literacy Survey 1994. Jamaica.

National Family Planning Board. 1999. Jamaica Reproductive Health Survey: Sexual Behaviour and Contraceptive Use Among Young Adults.

Pantin, D.A. 1996. The Challenge of Youth Employment in the Caribbean: The Role of Youth Employment Training Programmes

STATIN. 1998. Demographic Statistics, 1998.

Strategic Management & Training Consultants Ltd. 1997. Institutional Assessment of the Youth Development Services Division, Ministry of Education, Youth & Culture. Kingston, Jamaica.

The Planning Institute of Jamaica, 1995 . The Jamaica Policy Towards Poverty Eradication.

The Planning Institute of Jamaica. The Economic and Social Survey of Jamaica (various years).

The Planning Institute of Jamaica. The Jamaica Survey of Living Conditions. (Various years).

The West Indian Commission, 1992. Time For Action. Christ Church, Barbados.

Trevor Hamilton and Associates. 1995. Final Report - Baseline Project for Uplifting Adolescents: Demographic and Ethnographic Analysis. (USAID-Jamaica document 1995).

UNICEF, 1990. First Call For Children. New York.

UNICEF, 1997. Situation Analysis of Women and Children in Jamaica. UNICEF in association with the PIOJ. Kingston, Jamaica.

UNICEF, 1999. Changing the Future for Jamaica's Children. UNICEF Jamaica.

United Nations Secretariat. Youth Information Bulletin. Volume 1-2/1998.

United Nations Secretariat. 1998. General Exchange of Views on the Implementation of the World Programme of Action for Youth to the Year 2000 and Beyond: National Youth Policies of an Intersectoral Nature. Lisbon, Portugal.

ATTACHMENT A

A STUDY OF
THE DEFINITION OF YOUTH IN JAMAICA

Prepared by:
Seneca Lewis-Garraway, M. Sc.

August 1999

LIST OF ABBREVIATIONS

CARICOM	Caribbean Community and Common Market
CRC	Convention on the Rights of the Child
CYP	Commonwealth Youth Programme
FAO	Food and Agriculture Organisation of the United Nations
ILO	International Labour Organization
MLGYCD	Ministry of Local Government, Youth and Community Development
NFPB	National Family Planning Board
NGO	Non-Governmental Organisation
NIS	National Insurance Scheme
PIOJ	Planning Institute of Jamaica
STATIN	Statistical Institute of Jamaica
TRN	Tax Registration Number
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
UWI	University of the West Indies

40

TABLE OF CONTENTS

41

EXECUTIVE SUMMARY

Issues relating to youth as a category began to surface immediately after World War I. In these earlier years youth issues were addressed mainly within the ambit of international law. More recently, the United Nations (UN) declared 1985 the International Year of Youth, and in that year also the first international definition of youth was developed. Notwithstanding the increased focus on youth, it should be noted that no single convention or charter on the Rights of Youth exists, as is the case for children where there is the Convention on the Rights of the Child (CRC).

Youth as a category can be defined by law, public policy and social perception. However operational definitions have been found to vary not only across the aforementioned areas but also from organisation to organisation and from country to country depending on cultural, institutional and other factors.

Perhaps the most commonly used definition of youth is that of the United Nations (UN) General Assembly which defines youth as "persons falling between the ages of 15 - 24 years inclusive". This definition also recognises the category of young adults (persons between 20-24 years). Of significance is that the UN definition of youth (15-24 years inclusive) overlaps with its definition of child (0-18 years).

It is important to note that youth (as defined by the UN - 15-24 years) comprise approximately 17% of the world's population. In the Caribbean they comprise between 18% - 23% (1991 data). In Jamaica, 1998 data indicated 19% of the total population being between the ages of 15-24 years, while 15-29 year olds accounted for approximately 28% of the nation's population.

Generally the issue of having a common definition of youth is 'dogged' in polemics. Proponents argue that a common operational definition with parallel rights, responsibilities and obligations (for the youth themselves, as well as for adults with whom they interact) is critical to ensure that the needs of youth are met in a proactive and systematic way, as well as for efficient use of limited resources. This will further ensure that youth are adequately prepared to become productive adults and make a meaningful contribution to the society. The opponents feel that existing instruments (CRC, International Human Rights instruments) provide adequate protection. They further claim that young people will soon be adults and therefore need no specific set of rights.

The significance of definitions however lie in the critical role they play in delineating scope and boundaries of operation. Definitions therefore impact on inputs and outputs and by extension on the process of policy planning and decision making.

Looking at social perceptions, adults perceive youth as being too young, too inexperienced and having opinions which are not to be taken seriously. Some young people espouse similar perceptions and describe themselves as 'still young' and 'having their whole lives ahead of them'. Generally though, the majority of young people express the need to be treated as full and equal citizens, who are able and ready to make meaningful contributions to the development of society. They also express the need to be given the necessary tools and to be assisted in acquiring the needed skills to

take on this role as responsible partners contributing to overall human development.

In the Caribbean, the social stages of youth which parallel stages of biological development show some relationship between chronological and sociological criteria. While many scholars in the Region agree that the social stage of youth in the Caribbean begins at 15 years and ends at 25 years, there is no one accepted approach in defining the sub-categories within same. However, the most commonly used sub-categories are as follows:- Social childhood (0-14 years); Social youth (14-25 years); Social adulthood (25 years and over).

According to the above therefore where childhood ends youth begins. What is noticeable is that social life stages of youth and the legal definition of adult do not concur. This further contributes to the problems of defining youth. Indeed in most English-speaking Caribbean countries, the law delineates 18 years as the point of transition to adulthood, that is, on attaining the Age of Majority at 18 years. In addition, it is socially accepted that individuals at 18 years have, by and large, abandoned the status of childhood and would have achieved the physical and emotional maturation commensurate with adulthood. Using the social life stages of youth in the Caribbean, youth is extended for an additional 7 years.

In Jamaica, the situation is quite reflective of the above. The category youth is not explicitly defined by law, and operational definitions at the public policy and other levels reflect wide variations.

While there is no legal definition of youth, there are definitions of child (minor) and adult (Majority). Many interpret the law therefore to be implying that youth is the stage between childhood and adulthood, that is, 15 - 17 years inclusive. Definitions of child also vary, with some legislation using 0-18 years while others use 0-14 years. The closest legal definition to youth is to be found in the Juveniles Act which defines a 'young person' as someone who has attained the age of 14 years and is under 17 years. This immediately raises the question of whether 'young person' as defined by the Juveniles Act is meant to be synonymous with 'youth'? It is important to note that the Juveniles Act defines child as 'a person under the age of fourteen years'; however the Children (Adoption of) Act and the Children (Guardianship and Custody) Act define child as a person under eighteen years of age. The age of Majority (when a person "becomes of full age and capacity") is consistent, and occurs on the attainment of 18 years of age.

In areas of public policy the situation ranges from no definition at all, to a variety of definitions with some defining youth as going up to 30 years. The area of public policy raises some concern particularly where the organisation concerned influences policy development at the national level. Non-governmental organisations working with youth reflect a similar range of definitions. In some instances the UN definition is used, in others youth is defined as up to 29 years or 30 years.

The overall situation in Jamaica is one where there is no congruence across public policy, legal definition and social perception regarding what is meant by 'youth'. These inconsistencies have resulted in further inconsistencies and complications. A major issue is the overlap of 'child' and 'youth' (as defined by the UN). Another is the ability of a young person to give sexual consent at

age 16 years but not being able to acquire a National Insurance (NIS) number or a Tax Registration (TRN) Number, (both indicators of being at the working age which coincides with the age of majority) until 17 years of age. If 18 years is accepted as the Age of Majority, then youth in the Caribbean is extended for 6 years (using 15-24 years inclusive definition). Since the law does not recognise different stages of adulthood, what then is to happen between 18 and 24 years? These are but a few of the many issues and concerns to be addressed.

Indeed some scholars have argued, that failure of Caribbean policy makers to ensure the existence of structures and systems to address youth matters, is a result of their inability to provide economic empowerment or the requisite material resources for youth. Such empowerment would come through, among other things, available employment and post-secondary educational opportunities. This argument has some merit, especially when one considers the economic hardships experienced in the region in recent years. In the case of Jamaica, the economic hardship has been one of the worst in the region and young people have indeed felt the brunt of the negative repercussions of structural adjustment.

Will a definition of youth be the solution to the many differences? A definition in itself cannot solve these issues, but it is felt that a working definition can smooth the process and better focus resources ... all towards the desired outcome of more adequately addressing the needs of the young people.

It is clear from the material examined that the concept of youth in Jamaica needs fundamental and thorough analysis and re-examination. To devise and develop policy to address youth issues, there must be some parameters of operation. A working definition would certainly contribute positively to the process.

It is recommended therefore that a definition of youth be developed. The definition of 'youth' should be legally defined, in the same way that 'child' and 'adult' are defined by law, and not left to the dictates of public policy and social perceptions. It should also reflect social life style and customs of the nation, and be cognisant of regional and international trends, as well as instruments to which the nation may have made commitments.

In developing the definition, a consultative/participatory approach is recommended, with representation from the youth population, the legal fraternity, Children Services Division, PIOJ, STATIN, the Social Development Commission (SDC), as well as, other public and non-public entities working with youth, etc. It is further recommended that the Youth Unit of the Ministry of Local Government, Youth and Community Development take responsibility for co-ordinating the consultative/participatory process.

Suggested age range proposals for examination are as follows:-
1.   i.   Define 'Child': 0 - 14 years inclusive
      ii.   Define 'Youth': 15 - 17 years inclusive
      iii. Define 'Adult': 18 years and over. (Recognise two categories of adulthood: Young adult: 18-24 years inclusive; mature/older adult 25 years and over).

2. Where persons are of the opinion that the upper end of young adulthood should end at 29 years, the following option is proposed for examination.
   - i. Define 'Child': 0 - 14 years inclusive
   - ii. Define 'Youth': 15 - 17 years inclusive
   - iii. Define 'Adults': 18 years and over. (As above recognise two categories of adulthood, but here young adult would span the range of 18-29 years inclusive).

The above suggestions would retain 18 years as the Age of Majority. Further, there will be a three year period (15-17 years inclusive) of youth, during which decisions would be made, as to which individuals have the potential and are interested in attaining higher education at the tertiary level, who will join the labour force, and who will move on to other levels of skills training of apprenticeship, on reaching adulthood (18 years). Whatever the choice, this is the period of transition and preparation, to enable these potential nation builders to be ready to take on the next stage of development - adulthood.

The definition should be accompanied by a set of rights, responsibilities and obligations for youth, as well as, the establishment of an enabling environment to meet the needs of youth. The issue of the overlap between child and youth must also be addressed. Indeed any definition developed cannot be static, therefore there should be room for periodic review, to reflect significant social and lifestyle changes within the nation.

INTRODUCTION

Concerns with youth and distinguishing between the categories children and youth can be traced back to the period immediately after World War I. Then (1919 - 1940) the League of Nations Assembly and the International Labour Conferences, in pioneering work, prepared and had adopted a variety of related declarations, conventions, resolutions and recommendations. (United Nations) During this period issues of Youth were raised and addressed mainly within the ambit of international law. After World War II, issues on "youth" as a category continued to be reflected in aspects of international law through work engineered primarily by the UN General Assembly, UN Commission on Human Rights, International Labour Conference, UNESCO General Conferences and World Health Assembly (UN 1999). Indeed it was not until 1985, with the Declaration of the International Year of Youth that the UN General Assembly first defined youth.

Generally, youth refers to individuals who are not totally dependent on adults (as is the situation with children), but who are not themselves full adults. It is generally recognised as occurring between childhood and adulthood. However the definition of youth and the task of appropriately defining same is 'dogged' with polemics.

It is important to state at the outset, that there exists no Charter or Convention on the Rights of Youth, as in the case of children. Thus there exists no list of rights for youths, that have been agreed to and are being protected by ratifying nations or governments. Further, there is not a single understanding of the category "youth"; how young people are defined, dealt with, understood, vary within and between countries, regions and cultures. While youth as a category of young persons can be defined by the law, public policy, or social perception, significant variations exist between and within categories.

In Jamaica as in many other Commonwealth Caribbean nations, a variety of age limits and conceptual bases have been used (and continue to be used) to define youth. This paper in looking at the definition of youth in Jamaica will seek to incorporate and examine issues such as:- the public policy approach to defining youth, the social life stages of youth, the legal definition of youth, the age definition utilised by international organisations working with youth, as well as the age definitions used in CARICOM countries. The paper will also seek to explore some of the contradictions and/or overlaps which exist in the legal definition of youth, the public policy and the social perceptions, in Jamaica.

This paper represents a first edition on the subject matter. The taking of this approach is influenced by the paucity and scattered nature of data and information on the subject area. It is anticipated therefore that as additional material is unearthed this can be included when the paper is revisited in the future.

WHY IS A DEFINITION OF YOUTH IMPORTANT?

The proponents and opponents of a common definition of youth, with a parallel set of rights, responsibilities and obligations for the youth themselves (as well as for policy makers and adults who interact with young people), are many and varied.

Importantly, the UN General Assembly in providing guidelines for the development of national youth policies, identified the establishment of a definition of youth and the identification of various subcategories, as the first of a number of main steps in the policy development process. (UN Secretariat, 1998a: 4).

The proponents have argued that a definition of youth is essential, as without such definition accompanied by a set of commensurate rights and responsibilities, individuals comprising this category will be discriminated against. Further they argue that human development and sustainability rest with the young people of any society.

Arguments from the other side, particularly among those who espouse the transitory approach to youth, claim that persons categorised as 'youth' today, will shortly be part of the adult population, thus a definition along with requisite rights and responsibilities is not necessary. In addition it is argued that the rights of young people are already defined and protected by the Universal Declaration on Human Rights and a number of covenants and conventions.[1]

However, it must be remembered that youth (as defined by the UN)[2] comprise approximately 17% of the world's population. In the territories of the Commonwealth Caribbean they comprise between 18% and 23% (1991 data). In the case of Jamaica, in 1998 persons between ages 15 and 29 years constitute approximately 28% of the nation's total population, while persons 15 - 24 years comprise approximately 19%[a].

Failure to properly define this group therefore and to ascribe attendant rights, responsibilities and obligations, represents a failure to effectively recognise a sizeable part of one's population. Further, it means that this large proportion of the population is not formally involved in the decision making process of the nation, and the benefits of their contribution are lost to the society in general.

Definitions are important. They provide meaning, describe or explain the scope of a word or thing, they help to establish boundaries and limits. It follows therefore that they impact on inputs, and outputs which are integral to the process of planning and decision making.

---

[a] Demographic Statistics 1998; 33. STATIN

APPROACHES TO DEFINING YOUTH

The category youth can be defined by law, social perceptions or public policy. Definitions and perceptions vary, sometimes widely, between and within areas. Differences in definitions can be even conflicting and contradictory at times.

Youth is seen as that period between childhood and adulthood, and in most countries (particularly developed countries), normally commence on the completion of the period of compulsory education, and when a person is not prevented by law from entering the labour force. (UN/ILO, 1998: 1). In addition there is a link between adolescence and youth.

In looking at the approaches to defining youth, it is pertinent to examine briefly how various reputable dictionaries define the term. In addition it is also pertinent to examine the definition of 'adolescence' and the link which exists between both terms. Indeed elements used to characterise adolescence, are also used to characterise aspects of youth and in some situations adolescence and youth seem to be used interchangeably.

First, some definitions of 'youth' from reputable dictionaries.

1.   The Shorter Oxford English Dictionary defines 'youth' as :
   - 'the fact or state of being young'
   - 'the early part of life, especially, the period between childhood and adult age'
   - 'a quality or condition characteristic of the young, example, freshness, vigour, wantonness, rashness ...'
   - 'personified or vaguely denoting any young person or persons' (1988: p.2592).

2.   The Penguin English Dictionary defines the term as
   - 'state of being young, early life; young people collectively;'
   - and 'young' is defined as 'not old; in early stages of growth; juvenile; ....; inexperienced; immature'

The definitions of 'adolescence' are as follows:-

1.   The Shorter Oxford English Dictionary defines 'adolescence' as
   - ' the process or condition of growing up; the growing age; youth; the period between childhood and maturity, extending from 14 to 25 years in males, from 12 - 21 in females' (1983: p. 27).

2.   Collins Gem English Dictionary
   - 'period between puberty and adulthood' (1994:7)

48

3.   Penguin English Dictionary:
   •   . 'youth, period between childhood and manhood or womanhood' (1991: p.9)

It appears from the above definitions that in some instances when the word 'youth' is used, it encompasses stages of adolescence. Indeed in the Shorter Oxford English Dictionary, possible definitions of 'adolescence' include 'youth' and 'the period between childhood and maturity .....'.

Reference must be made of the increasing prevalence, in many societies, of extending the transition to adulthood for longer periods than previously was the custom. This as individuals opt for acquiring higher levels of education and delaying getting married and starting a family to later years. In the United States for example with adolescence extending for so many years some writers have divided it into several phases. Early adolescence which encompasses the beginning of puberty extends approximately from ten through fourteen years. Middle adolescence, which reflects increased autonomy and independence extends from ages fifteen through seventeen years. Late adolescence can stretch for eighteen years into the twenties, and encompasses individuals who because of educational or other factors delay their entry into adulthood (Carnegie Council; 1994).

International Organisations
A number of international organisations which work with youth at varying levels, and which influence the definition of youth adopted and used by many nations, as well as by organisations within nations, themselves exhibit differences in definition. Often times these definitions differ with definitions used at the national level.
Following are the definitions used by some international organisations:-
   •   The United Nations General Assembly defines youth as, "those persons falling between the ages of 15 and 24 years inclusive." [b]
   •   The ILO has adopted and uses the UN definition
   •   UNICEF (While there is no definition for 'youth', the organisation uses a definition of 'child' as 0-18 years).
   •   UNESCO uses the UN definition of youth, 15 - 24 years inclusive
   •   The Commonwealth Youth Programme (CYP) defines youth as those people in the age range of 15-29 years.
   •   The Food and Agricultural Organisation (FAO) includes in its definition of youth, persons between the ages of 10 - 24 years (Danns et al: 5).

---

[b] The UN makes the distinctions within the category of 'youth' between 'teenagers' (13-19 years) and 'young adults' (20-24 yrs). These distinctions are cognisant of differences in sociological, psychological and health problems each group faces.

49

A closer look at some of these international definitions shows that for the UN there is some overlap in the definition of child and youth. Flowing from the definition of youth above, it is accepted that children are those persons under the age of 14 years. However it should be noted that Article 1 of the United Nations Convention on the Rights of the Child defines "children' as "persons up to the age of 18". This obvious overlap in the definition of youth and children is, according to the UN 'intentional', as the aim then was to have the Convention provide protection and rights to as large an age group as possible, since there existed (and still does not exist) no similar UN Convention on the Rights of Youth.[c]

Of significance is that many nations and organisations have adopted and use the definition of 'youth' and 'child/children' proffered by the UN and UNICEF. The question which occurs however is whether these organisations/nations are cognisant of the existing overlap, and the reasons for same. And further how good a fit exists between the definition as adopted and the realities (legal, social perception, public policy) in the particular organisation/nation. In Jamaica the difference in some legal definitions of child and that of UNICEF is a case in point.

One obvious question of fit is whether or not individuals in the 15 to 18 year age group consider themselves as children? Further does the society in which they live treat them as children? In addition to what extent do individuals between ages 15 and 18 years consider themselves as youth and not as adults?

Legal Definition of Youth
The general perception in the Commonwealth Caribbean is that adulthood begins on attainment of the age of majority which is 18 years. At this age persons can vote, have the capacity to enter into binding contracts, and generally take independent decisions about their lives. Childhood as defined by statute is 0-14 years. However many Caribbean nations have adopted the United Nation's definition of child (0-18 years). The available data indicate that generally among CARICOM nations, there is no explicit or legal definition of youth. Some countries however have devised definitions of youth based on age ranges as follows: Trinidad and Tobago 15-25, Barbados 16-29, Guyana 14-25. (Danns et al: 4)

---

[c] The United Nations Convention on the Rights of the Child, sets out specific rights, responsibilities, obligations due to children of all nations which are signatories to the Convention.

SOCIAL PERCEPTIONS OF YOUTH

Social perceptions and definitions of youth vary among and within cultures, countries and regions. Further they vary among individuals in the same country/region. First, differences exist in how adults view youth, versus how youth view themselves. Then there is the issue of how youth think adults perceive them. In addition within each individual group there are differences in perception. (Danns et al, 1997; UN Secretariat, 1998a).

Overall, adults tend to view young people as immature and not serious about issues. The definition in the reputable Oxford dictionary describes youth as:-

> 'the state of being young'; 'the period between childhood and adulthood'; 'the vigour or enthusiasm, inexperience, or other characteristic of this period'. (Young is defined as 'immature, inexperienced; not far advanced in life, in development ....'

Generally, youth are perceived as a category of persons who are too young, too inexperienced, whose opinions and judgements, on a variety of issues, are not to be taken seriously.

How Youth Perceive Self

How young people in the English-Speaking Caribbean perceive themselves also varies. On the one hand young people's perceptions of themselves are similar to that expressed by adults. They often describe themselves as 'still young', 'having time', having their whole lives ahead of them', etc. On the other hand some feel they should be treated no differently from adults in the society. They want to be treated as full and equal citizens and be given the necessary tools to allow them to be responsible and reliable partners and contributors in the conception, planning and implementation of policies and programmes for human development, not only for themselves, but for their society and nation as a whole.

An example of the varying perceptions Caribbean youth have of themselves is seen on examination of how the term was defined, at the 1996 CARICOM consultation on regional youth policy, by attending youth delegates. The following are some examples.

1. "A transition period between dependence and the attainment of capacity to take care of oneself, supported by adequate education and employment"
2. "Persons between the ages of 12 and 30. This definition is not fixed or rigid, but assists in identifying the target population of youth programmes"
3. "Vibrant and active persons between the ages of 13-35 who are active participants in youth related activities and work"
4. "Youth is a state of mind characterised by the transition from dependence to independence"
5. "Youth is a process, not a stage. It is a flexible state of mind representing the transition from

dependence to independence. No starting point is specified, but youth ends at age 40".
(Source: CARICOM Youth Report, 1996, 22-24).

Social perceptions of youth are intertwined with issues of power and authority, dependence and independence within society. Youth, seen as 'junior' to adults are denied certain privileges and levels of access based on chronological age (which is used as a measure/index for experience). In the Caribbean for example adults tend to occupy most positions of dominance and authority.

Social Stages of Youth in the Caribbean

A brief look at the social stages which to some extent parallel the stages of biological development is important and allows for some examination of the relationship between chronological and sociological criteria and the corresponding rights and attributes of each stage.

Danns et al states that with few exceptions, the social life stages in the Caribbean are basically similar to those elsewhere in the Western world. These stages can be described as follows:-

1. Social childhood   0 - 14 years
2. Social youth   14 - 25 years
3. Social adulthood   25 years and over

The first stage, social childhood, from a psycho-physical perspective can be further subdivided into infancy 0 - 2 years; early childhood 3 - 5 years; and late childhood 6 - 14 years. Of note is that the attributes and expectations of childhood though being cognizant of these psycho-physical developmental stages are not limited by same. In the Caribbean, social childhood includes a phase of early adolescence (onset of puberty).

According to Danns while in some typologies of child development, particularly in developed countries, childhood is seen as ending when puberty commences. In the Caribbean, where childhood ends, youth begins.

If one characterises childhood from birth through various stages of physical, social and emotional maturation, the following important characteristics of childhood should be noted. These include:-
- physical, economic and psycho-social dependence
- preclusion from imprisonment, capital punishment and conviction for criminal offences
- preclusion from paid employment
- prohibition by law from having sex or marrying
- legal prohibition from purchasing or owning property

(Danns et al; 10).

Some scholars posit that the social stage of youth in the Caribbean begins at 14 years and ends at 25 years of age. Generally, it is within this stage that the youth category is to be found. The major difference between this stage and that of childhood is that individuals develop personal and social autonomy. Attributes and expectations of youth as a stage of social life include:-

> - the right to marry and/or establish relationships with the opposite sex
> - the right to seek employment and to work
> - the right to own property
> - the right to make independent decisions about one's own life
> - the capacity to reproduce and rear children
> - the right to pursue social autonomy by establishing independent households

(Danns, et al; 11).

Of note however is that the position of Danns et al is not a homogenous one. Lewis (1992) identifies the social stages of 'youth' (14-18 years) and 'young adulthood' (18 - 25 years). If Lewis' approach is applied to the Jamaican situation it can be seen that it corresponds somewhat with the legal indicator marking the transition to adulthood (18 years). However it keeps the 'youth' as a minor, eligible for the various types of protection, levels of care and parental support due to the child up to the age of 14 years.

During Lewis' period of 'young adulthood', the young person is expected to acquire the various privileges and responsibilities which under law are accorded adults. However since Caribbean and Jamaican law do not differentiate between categories of adults, a 'young adult' is a full adult.

The brief preceding review shows not only the attributes and characteristics of various stages of social development, but it also shows explicitly that issues of defining youth are not clear cut and precise; and one wonders if some overlapping is not unavoidable.

Of significance however is that within the Caribbean context, Jamaica being no exception, the social life stages of youth (14 - 25 years) do not coincide with the legal definition of adulthood (18 years). This blurring of the lines contributes to problems of defining youth. Indeed the generally accepted definition of adulthood in the Caribbean (18 years) is subsumed within the social youth stage and adds to the difficulty of defining youth (at both the lower and upper ends).

Most persons would agree, that by 18 years most individuals would have abandoned the childhood status and would have achieved the physical and emotional maturation adequate to be accorded adult status. However, using the Caribbean social stages of development, the youth period is extended

for at least seven additional years. Two important questions come to mind here.

1. What is the purpose of this extended youth state?

2. What opportunities for development of leadership skills and general maturation are provided during this period?

THE JAMAICAN SITUATION

Legal Definition of Youth

In Jamaica there is no legal definition of 'youth', no laws/legislation specifically address issues of 'youth'. However, a variety of legislation define and/or address child/children (minor) and the adult. This has resulted in many interpreting the law to be implying that youth is the stage in-between minor and adulthood. In addition, some legislation governing issues of children actually provide some rights/protection to young persons up to 18 years of age, as there is some overlap between the definition of 'a child' and the commonly used definition of 'youth'. Further the laws also speak to related issues of the age to enter the labour force; age of marriage and the age of sexual consent.

The Age of Majority[d]

Adulthood in Jamaica is generally accepted to commence at the attainment of the Age of Majority, that is, 18 years, as indicated by:-

1.   The Law Reform (Age of Majority) Act which states that "a person attains the age of majority and becomes of full age and capacity on attaining the age of eighteen years". (Marsh, 1994).

Other legislation which impliedly address the definition of youth through the definition of child are:-

1.   The Children (Adoption of) Act which defines "child" as meaning a person under the age of 18 years who has never been married (Marsh, 1994).

2.   The Children (Guardianship and Custody) Act where "child" means a person under eighteen years of age but does not include a person who is or has been married (Marsh 1994).

3.   The Juveniles Act which has been described as the main Act relating to the day to day protection of children, posits a variety of pertinent definitions as follows:-
   *   'child' means a person under the age of fourteen years
   *   'juvenile' means a person under the age of 17 years
   *   'young person' means a person who has attained the age of 14 years and is under 17 years of age.

4.   The Marriage Act prohibits a valid marriage between any one under the age of 16 years (since that person is a minor), but persons who have reached the age of eighteen years of age may marry without the consent of others.

---

[d] In 1962, when Jamaica became independent, the age of majority was 21 years. However as of April 30, 1979, under the Law Reform (Age of Majority) Act, 'a persons attains the age of majority and becomes of full age and capacity on attaining the age of eighteen years' (Marsh, 1994).

5.   The Offences Against the Person Act deems it an offense to carnally know a girl (she cannot give sexual consent) under the age of 16 years.[e]

6.   The Education Act (16th December, 1965) defines child as "a person who has not attained the age of fifteen years".

On matters relating to the labour force, a young person who has not attained 17 years is not eligible to join the work force.

A number of issues and contradictions seem to arise from the above.

1.   The Children (Adoption of) Act and the Children (Guardianship and Custody) Act have similar definitions of 'child' (under 18 years), both of which however differ from that of the Juveniles Act which defines 'child' as being under 14 years. In the Education Act a child is one who has not attained 15 years.

Now, if the Children (Adoption) and the Children (Guardianship and Custody) Acts are followed, individuals would move from childhood directly to adulthood; since 0 > 18 years defines child and the attainment of 18 years signifies adulthood. Does this mean therefore that there is no category of youth; no period of transition to adulthood?

2.   On the other hand if it is accepted that a child is less than fourteen years (as defined by the Juveniles Act); and the age of majority (adulthood/ceasing to be a minor) occurs on attaining 18 years; how does one define and categorise persons of the age in between childhood and attainment of majority? Is the 'young person' defined in the Juveniles Act, meant to be synonymous with 'youth'? Is the Juveniles Act implying that youth is this period (15 - 17 years inclusive) between childhood and adulthood? Some scholars opine that this is the spirit of the law. Arguably this is a possible and plausible interpretation of the law.

Indeed the Juveniles Act does ascribe some rights and responsibilities to juveniles (and by default to young persons under 17 years of age). What should be noted here however, is that young persons over 18 years who are faced with unique issues and concerns in this transition period, are not covered by the Juveniles Act nor the Convention on the Rights of the Child. It can be argued however that since such persons have attained the age of majority (18 years) and are now adults, they are covered under legislation which applies to adults in general.

---

[e] It is noted that the Act is silent on the age of consent for young men under the age of 16 years.

If one follows this line of thinking, accepting that young persons of 18 years are adults, some difficulty arises however in that the law does not recognise categories of adults. The pertinent question here of course is, why the need for categories of adulthood?

It is generally accepted that adulthood signifies attainment of independence and autonomy to make one's own decisions. However, it is also accepted that in most if not all cultures, immediate independence is not a full reality to one who has just entered adulthood, and that some level of dependence on adults to achieve objectives still remains. During this time however, it is expected that young adults would be provided with the enabling environment and the necessary tools to aid this transition. The tools and enabling environment would include opportunities for further (post-secondary) education and training, opportunities for employment, as well as an opportunity to make a contribution to the affairs of the nation of which they are a part.

The significant question and issue for Jamaica and indeed the English speaking Caribbean, is whether adequate opportunities and an enabling environment are being provided for young people, to assist them to make the transition to full independence and develop into responsible adults. Specifically, are adequate post secondary educational opportunities available; are adequate employment opportunities available?

While some facilities exist, they are by and large inadequate. One only has to look at the limited opportunities available at the tertiary level, and at the high levels of unemployment among young people (Anderson; 1995). Danns et al (1997; 2) for example notes that "Caribbean societies do not make adequate formal provisions for enabling most youth to successfully accomplish the transition to adulthood'. The West Indian Commission (1992; 28) also noted that young people in the Caribbean were distressed about the lack of opportunities in education. They had also expressed frustration and concern about future prospects in education and employment.

3.   Another issue relates to the ability to enter into valid marriages and give sexual consent and entry into the workforce.

It would appear that the age when individuals can enter into a valid marriage, indicates that individuals concerned have attained the stage where they are or should be able to take full responsibility for maintenance of self and any children which may result from a marriage. Indeed this level of independence is assumed to coincide with emotional, psychological and physical maturity, representative of attaining adulthood. Of course marriage implicitly gives consent to sexual intercourse. In Jamaica the Age of sexual consent is 16 years. However, a sixteen year old person cannot get married without the consent of an adult (parent or guardian). Only persons who have 'reached the age of 18 years .... may marry without the consent of others' (The Marriage Act:15).

Now, if a person cannot enter the workforce until attaining 17 years, how is that person who gets married at age sixteen years, to maintain his/her family in marriage? It appears that independence is given on one hand and withheld on the other. The message to young people here seems quite contradictory. The need seems to exist for synchronising such age limitations.

Some of the variance with respect to labour matters and the minimum age to join the labour force may result from the non-existence of a compulsory minimum age for attending an education institution, coupled with deficiencies in the availability of training/education facilities for persons beyond 14 years. This seems particularly applicable to the labour force contradictions. Therefore some persons on leaving all age institutions, are unable to access further training/education and as a result end up on the job market, at the age of 14 years.

On the matter of the age of sexual consent, by law a person who has not attained 16 years of age cannot give sexual consent. However where 'child' is defined as 0 > 18 years, this means that a 'child' can give sexual consent, at age 16 years. With respect to joining the labour force, in Jamaica one can legally join the labour force at 17 years. This means that a 'child' is being allowed to work.

When the Juveniles Act is followed however, the two above examples will apply to 'young persons'. It now raises the issue of what are the rights, responsibilities and obligations of a young person. Can a young person legally obtain work, give sexual consent? A more general question is, should this category (15-17 inclusive) define 'youth', which would represent a period of preparation for adulthood which begins at 18 years? There is need for further analysis and discussion here.

It should also be noted that under the Juveniles Act, 17 year old persons can be held responsible and be penalised for acts of negligence regarding any mishap suffered by younger juveniles (under 10 years) left in their care.

Public Policy Approach
Public policy definitions on youth emerge predominantly from government ministries, departments and divisions which work with youth at a variety of levels. In Jamaica a number of Ministries, Departments and/or Divisions have responsibility for some aspect of children and or youth. Indeed public policy seems to have a stronger influence in defining youth than does the law.

Following is a list (not exhaustive) of Ministries, Divisions with their respective responsibilities for matters of children and/or youth.
1.   Ministry of Health
The Children Services Division which falls under this Ministry has responsibility for
▸   Child care and protection and children's homes and places of safety.

The Children Services Division generally utilises the UNICEF definition of child (0-18 years).

2. Ministry of National Security and Justice
►   Juvenile Correction Centres and Remand Centres are the responsibility of this Division.

3. Ministry of Labour
►   Sports Division. This division has responsibility for matters of sports which apply mainly to young people and children.
►   Matters regarding minimum age to join the labour force (17 years).

4. The Ministry of Local Government, Youth and Community Development
The Youth Unit of the Ministry has responsibility for monitoring and evaluation of activities implemented at the community level, as well as for data gathering and policy setting and recommendations.

A brief look at a variety of important national public policy documents and how youth (or child/children) is defined shows the following:-
►   The Youth Services Division, has over the years utilised the UN definition of youth (15-24 years). However the Division has been involved in Commonwealth Youth Programme (CYP) activities, and the CYP defines youth as being between 15 and 29 years.

►   The Ministry of Education defines 'child' as a person who "has not attained the age of fifteen years" (The Education Act, 3)

►   The National Youth Policy document does not define youth.

►   The Jamaica Policy Towards Poverty Eradication, while it addresses issues on youth and makes reference to the National Youth Policy (pp. 33), does not define the category.

►   A Statement of National Population Policy for Jamaica (1995 revised), in addressing issues on child/children does not explicitly define same. However throughout the document, implied definitions of 'youth' and 'child/children' occur. These definitions vary and are sometimes contradictory. Thus in the body of the document reference is made to:-
    : youthful population (30 years)[3]
    : children (0-18 years)[4]
    : "The child population (0-14 years) ......"[5]
    : "The working age population (15-29 years), ..."[6]
    : " ... the young adult age group 15-29, ..."[7]

- The National Family Planning Board defines 'young adult' as 'persons aged 15-24 years' (NFPB Fact Sheet).

What is clear from the above examples, which are not meant to be exhaustive, is that there is no congruence of what is meant by 'youth', 'young adult', 'child', 'children'. The implications of such lack of congruence for planning and policy development, as well as for efficient use of scarce and limited resources could be quite convoluted.

This lack of congruence can be attributed to a variety of reasons:-
- Influence of international agencies, whose definitions are adopted because of their international clout and the resources which they may have to disburse
- Ministries or departments/divisions asked to deal with aspects of youth, but youth does not 'fit' within the general portfolio, thus there is not enough focus on youth
- The latter is compounded by failure of decision makers to allocate adequate resources to these Ministries or departments to ensure effective and well thought out programmes
- Related to the latter is the lack of adequate or reliable baseline data necessary to formulate policies and programmes.

NGOs Working With Youth And/or Children
In Jamaica, a number of non-governmental organisations work with youth and children. Those working with children generally use the 0-18 years definition adopted from the UN. Some are not cognisant of the fact that the definition of children overlaps with that of youth.

An unstructured exploratory research of organisations which work with youth or have the word youth in their names, showed as wide a range of definitions as exist in public policy. In some cases organisations really had no working definition of the category. In other instances age ranges reached as high as thirty years.

It has been suggested that organisations sometimes adjust their definition and focus of work in order to access funds from international and other bodies. Whatever the reasons, among these groups there is no established or common definition of youth. Expectations and standards varied similarly.

DISCUSSION

The foregoing seem to indicate clearly that in Jamaica there is no common understanding of what is meant by the term 'youth'. This raises a number of questions.

1. Does the failure to have congruence on the interpretation of the category 'youth' affect the interpretation of related terms such as 'youth development', 'youth development programmes', and areas such as the identification of youth developmental needs, youth outcomes, etc. Arguably it could. There is a strong probability that the present outcomes are not the best that they can be because of the absence of parameters and definitional guidelines.
2. Within the context of the present situation of no clear delineation of the category youth, is the society satisfied that the needs of the youth are being adequately addressed?
3. Would clearer definition of the category result in better identification of needs and the development of strategies to address same?

It is the opinion of this writer that having a definition with parallel rights, obligations and responsibilities (for the young persons, and the society in general) could be extemely useful. The assumption here is that, decisions on a definition would be preceded by an examination of the various legislation, social policy, etc. and attempts to bring some level of congruence to the many differences which now exist.

If it is agreed that adulthood is characterised by autonomy, independence, rights to secure a job and work, having the right to vote, own and purchase property, the right to marry, establish one's own family, etc., in short make independent decisions about one's life; a number of questions arise.

1. To what extent are young people in the Jamaica capable of realising or acting upon the various characteristics to attain their independence?
2. Do the young people have the economic or material resources necessary to realise independence whether in totality or at the level of individual characteristics?
3. Are the structures and systems in place to facilitate the realisation/attainment of this independence?
4. Does having/not having a definition of youth enhance/impede any of the above?
5. And overall, how does the definition of youth or failure to define youth affect the transition from childhood to youth to adulthood?

Many question and rightly so, whether Jamaican youth as a category are organised and ready to assume the responsibilities necessary to actively participate in the decision-making of their country. It is felt that they are not ready, thus the development of a definition would be self defeating. While

this paper did not set out to address this issue, it is recognised that the level of preparedness of young people must be taken into consideration in deciding on a definition. In addition the young persons themselves must be part of the process. Further, structures and systems must be implemented to help them to get to the point of effective participation in the decision making process.

The above leads naturally into the question of the availability of economic and material resources. Are young people unprepared because of the unavailability of economic and material resources? And does this lack of economic empowerment result from the nonexistence of structures and systems. Arguably the high levels of unemployment among youth is indicative of economic disempowerment. Issues regarding inefficiencies in training and education can also point in this direction.

It can be argued that the failure of Caribbean policy makers and leaders to put structures and systems in place to address youth matters, is a result of their inability to provide economic empowerment or the requisite material resources for the youth. This argument has some merit when one considers the economic hardships experienced in the region in recent years. In the case of Jamaica, the economic hardship has been one of the most severe in the region and young people have indeed felt the brunt of the negative repercussions of structural adjustment. However would a definition enhance this process? Arguably an operational definition could bring some focus to activities aimed at addressing the needs of the group. What is important here is the need to take all these issues into consideration in the determining of a definition.

Looking at some of the contradictions between social perceptions, public policy and legal definitions of youth the following is seen. If it is agreed that the legal age of adulthood starts at 18 years, at which time individuals would have experienced physical and emotional maturity, why are these individuals with all these adult attributes/characteristics treated as youth (and not as adults) for an additional 6 years (for an additional 11 years if 29 years is the upper age limit)? Is this 'in-between' period intended to serve as some kind of apprenticeship? And if so, what are the responsibilities and obligations of the youth, and of the society, to young people during this period?

Another issue to be examined is that where child is defined as being between 0 - 18 years, and 18 years indicates the transition to adulthood, then individuals would be moving directly from childhood to adulthood. This would be at variance with generally accepted developmental principles which recognise different emotional, psycho-social, and other needs at the chronological age between 14 and 17 years.

Of note is that the law of Jamaica does not distinguish between different stages of adulthood. This can be interpreted as signaling that for all intents and purposes, the 'youth' of 18 years is an adult. At this age an individual acquires all legal privileges, responsibilities and obligations of an adult.

In the area of public policy, having common interpretation and understanding of youth become even more important when the public entity is involved in shaping and influencing fundamental public policy at the national level. Take for example, the National Population Policy (1995), the National Youth Policy (1994), Jamaica Policy Towards Poverty Eradication (1995). These documents are pivotal to the national planning process. However, while youth is recognised as an important group to be targeted, the category is not defined. Non existence of clear definitions, could result in mis-identification and mis-diagnosis of problems and compromise the targeting procedure. Further, it also increases the possibility of young persons 'falling through the cracks', where clear definitions and areas of responsibility do not exist.

To the persons who would argue that since the definition of child goes up to 18 years, young persons are protected by the relevant instrument, that is the Convention on the Rights of the Child (CRC). The point must be made that relying on existing instrument is insufficient, particularly for persons over 18 years. These persons are not covered by the Convention on the Rights of the Child, but it must be acknowledged that they have needs and concerns which differ from those of full adults and children. In addition are young persons in the age group 15-17 years inclusive, adequately protected under the Convention on the Rights of the Child? It would appear that this group is perceived differently from children under 14 years of age. Indeed their social, physical and emotional needs differ from that of persons under 14 years old.

It appears that this issue of defining youth has raised a plethora of questions. Admittedly this would not be an easy or short term task. However most persons would agree that in matters pertaining to youth, too much of this area is nebulous and grey to contribute positively to their development. Further, such lack of clarity does not facilitate meaningful contributions from young people to the overall developmental process of the society, a society that they will soon be responsible for managing.

Additionally, when working with scarce and limited resources the importance of targeting is critical. Therefore adequate definition and categorisation of terms, in this case youth, is essential to help eliminate unnecessary overlapping and enhance more efficient use of resources.

CONCLUSION

In Jamaica the concept of youth reflects many variances and inconsistencies. Social perception and practice and implied legal definition of youth do not concur. Public policy reflects similar obfuscation and lack of congruence. It seems clear therefore that the concept of youth which exists in Jamaica needs fundamental and thorough analysis and re-examination. It would appear that there is more to be lost than gained by continuing in the present mode of operation.

Strictly speaking, definitions are seen as providing clear and distinct meaning or explanations of a word or a phrase. Definitions are important in that they provide parameters, framework, and/or boundaries for operation. Following on the above therefore they also affect inputs and outcomes, as well as, facilitate the assignment of tasks and responsibilities. Clearly they are integral to the processes of planning, monitoring and evaluation.

Social policy on the other hand refers to intentions to directly affect human well-being by what ever means - regulations, expenditure, etc. However for effective policy to be developed and implemented, research and assessment are necessary. This in turn requires the setting of parameters for investigation. The important link here is how could policy be devised to impact on the category youth if there is no consensus of what is meant by youth. It would appear therefore that there must be some working definition of the term in order to ensure more effective and efficient policy, particulary when operating in an environment with limited resources.

In addition within the specific context of the overlap in the definition of child and youth, and the inter-sectoral nature of youth, it appears that some definitional parameters with corresponding rights and responsibilities would contribute significantly to better addressing youth matters.

Deciding on a definition for youth, as do other matters concerning youth is of an inter-sectoral, inter agency nature. While the Youth Division can make recommendations, the final decision should encompass the contributions of other individuals, organisations, etc., involved in the many and varied aspects of youth development. Indeed the issue of the definition of youth should form an integral part of the National Youth Policy. Issues to be addressed include relevant laws, social policy and attitudes, public policy, etc.

Issues of youth development are assuming more pre-eminent roles within the society as well as in the global environment. In Jamaica issues of youth have in recent times been cause for concern. There have been numerous calls to urgently find solutions to a plethora of youth problems and

concerns - chronic unemployment, involvement in crime and violence, use of drugs, teenage pregnancies, to mention a few. Perhaps the time is right to begin to address the needs of this important category in a proactive and participatory manner. This could commence by deciding what is meant by 'youth'.

65

RECOMMENDATIONS

1. It is critical that the category 'youth' be defined. Such a definition is pivotal to the formulation of any national youth policy.[f]

2. Youth should be legally defined, in the same way that 'child' and adulthood are defined by law. The definition of youth should not be left to public policy and social perceptions.[g]

3. Definitions developed must reflect social life style and customs of the nation. They should also be cognisant of regional and international trends, as well as instruments to which the nation may have made commitments.

4. Any definition which is to be representative or reflect a people's way of life must be reviewed periodically, in order to remain current and truly representative.

5. In developing the definition a consultative/participatory approach must be used. This process should have representation for youth, the legal fraternity, Children Services Division, NGOs, PIOJ, STATIN, public and non-public entities working with youth, etc.

6. Following on the recommendation of defining youth by statue it should become necessary to examine the related laws and seek to address variances where necessary. Areas such as the workforce age limits, compulsory education age, definition of child, ...

7. The Youth Division of the Ministry of Local Government, Youth and Community Development (MLGYCD) should take responsibility for co-ordinating the consultative/participatory process to develop a definition for youth. Discussions could start at the level of the Advisory Council on Youth Policy, and then be taken to a wider level.

The following is proposed in addressing the definition of youth:- Define children as 0 - 14 years inclusive; youth 15 - 17 years inclusive; and adults 18 years and over. It is further proposed however, that two categories of adulthood be recognised, with the early or young period of adulthood spanning the 18-24 years age range, and mature adulthood commencing at 25 years of age.

---

[f] The UN General Assembly in providing guidelines for the development of National Youth Policies (NYPs), identified the 'establishment of a definition on youth appropriate to national circumstances .....' as the first of a number of main steps to be taken in the developmental process.

[g] It should be noted that a study on the Youth Division conducted in 1997, recommended that development of an 'age policy .... for the purposes of identifying the target clientele for data collection and information dissemination'. The consultative approach was also recommended.

Based on the above suggestion, there will be a three year period of youth, during which time decisions will be taken regarding which persons are interested and capable of furthering their education at the tertiary level, who will join the labour force. Others may wish to acquire some vocational skills, or join programmes of apprenticeship (which should be made available by the state). Whatever the choice, this is the period of transition and preparation, to enable these potential nation builders to be ready to take on the next stage of development - adulthood.

The suggestion to recognise two categories of adulthood is based on the fact that the stage of development and the needs of young adults and more mature adults do differ. During the period of young adulthood, individuals are focused on acquiring/completing the acquisition of higher levels of education and/or skills, which would provide them with the ability (economic empowerment and greater autonomy) to function as mature adults. At this point, as well as, during the youth stage, the importance of ensuring the existence of the necessary structures and systems, as well as opportunities (in training, employment, education, etc) to provide empowerment and aid the transition process is critical.

The definition should be cognisant that youth is not a homogenous group, therefore there must be some identification of sub-categories. The definition must not be unalterable (cast in stone), but must be subject to periodic review to reflect significant social and lifestyle changes within the nation.

Of significance however, is that alongside the definition of age must come the establishment of an enabling environment to meet the needs of youth and young adults. This will help to ensure that these individuals "organise within and not outside of the official halls of power" (Danns et al; 1997).

Suggested age range proposals for examination are as follows:-
1. i.   Define 'Child': 0 - 14 years inclusive
    ii. Define 'Youth': 15 - 17 years inclusive
    iii. Define 'Adults' 18 years and over. (Recognise two categories of adulthood: Young adult: an individual 18-24 years inclusive; and mature adult 25 years and over).

While in this writer's opinion 24 years should be the upper limit for a young adult, there may be persons who think young adulthood should include persons between the ages of 18-29 years. Thus the inclusion of the following option.

2. i.   Child: 0 - 14 years inclusive
    ii. Youth: 15 - 17 years inclusive
    iii. Adults 18 years and over. (Recognise two categories of adulthood: Young adult: 18-29 years inclusive. It may be necessary to further subdivide the young adulthood

stage in this option, as it spans quite a wide age range).

The above suggestions would retain 18 years as the Age of Majority.

The foregoing recommendations focused on medium to long term activity, however in the interim work must continue, therefore the need exists to identify a definition of youth, as well as, any other age group which will be focused on, for immediate work. Keeping in mind that a definition is a guide, and should be relatively flexible allowing for the consideration for as wide a range of the participants as possible, without excluding too many from the onset, it is recommended that for immediate work focus be placed on youth (15 - 17 years inclusive) and young adults (18 - 24 years inclusive). Why include young adults? These individuals have not yet attained full independence and autonomy. Many of them are still in the process of acquiring post-secondary education and/or skills, which are critical to achieving full independence and autonomy in actual life. Such education and skills will also allow these young adults to make meaningful contributions to the development of their society as adults.[h]

This task of establishing a definition of 'youth' represents but one step in the greater process of empowering youth. Such empowerment is critically important to meeting the needs of youth, helping them to realise their full potential, and establishing a strong foundation for sustainable national development. The development of the National Youth Policy represents a step already taken. It is important for the sake of the nation that this process be continued with some urgency.

---

[h] In conducting work on behalf of the Youth Division, the Social Policy Analyst would focus on youth (15-17 years inclusive) and young adults (18-24 years inclusive).

BIBLIOGRAPHY

Commonwealth Secretariat. 1991. A Study of Rural Support Systems and Youth in Seven Caribbean Countries. Report for Commonwealth Youth Programme, Commonwealth Secretariat.

Anderson, P. 1997. Youth Unemployment in Jamaica. International Labour Office, Caribbean.

Caribbean Community Secretariat, Commonwealth Youth Programme and UNFPA. 1999. Report on the Caribbean Youth Explosion.

Caribbean Community Secretariat. 1996. Report of the First CARICOM Consultation on a Regional Youth Policy: Youth Challenging The Future. Georgetown, Guyana.

Carnegie Council on Adolescent Development. 1994. Great Transitions: Preparing Adolescents for a New Century. Carnegie Corporation, New York.

Commonwealth Secretariat. 1998. Youth Rights and Responsibilities in Empowerment. Commonwealth Youth Ministers' Meeting, 1998.

Danns, G. K. et al. 1997. Tomorrow's Adults: A Situational Analysis of Youth in the Commonwealth Caribbean. Commonwealth Youth Programme, Commonwealth Secretariat, London.

Government of Jamaica. The Marriage Act

Government of Jamaica. The Juveniles Act

Government of Jamaica. The Education Act

Government of Jamaica. The Offenses Against the Person Act

Government of Jamaica. National Youth Policy, 1995. Kingston, Jamaica.

Humble, M. 1998. Youth Rights and Responsibilities in Empowerment. Commonwealth Secretariat.

Marsh, O.D. 1994. Children in Especially Difficult Circumstances Programme: Review of Legislation in Jamaica. (Prepared for Child Support Unit, Ministry of Local Government, Youth and Community Development & UNICEF)

Strategic Management & Training Consultants Ltd. 1997. Institutional Assessment of the Youth Development Services Division, Ministry of Education, Youth & Culture. Kingston, Jamaica.

The Planning Institute of Jamaica, 1995. A Statement of National Population Policy; Jamaica. Revised.

The Planning Institute of Jamaica, 1995. The Jamaica Policy Towards Poverty Eradication.

The West Indian Commission, 1992. Time For Action. Christ Church, Barbados.

UNICEF, 1990. First Call For Children. New York.

United Nations Secretariat, 1998b. General Exchange of Views on the Implementation of the World Programme of Action for Youth to the Year 2000 and Beyond: Relevance of the Three Themes of International Youth Year: Participation, Development, Peace. Portugal

United Nations Secretariat, 1998a. General Exchange of Views on the Implementation of the World Programme of Action for Youth to the Year 2000 and Beyond: National Youth Policies of an Inter-sectoral Nature. Portugal.

United Nations (International Labour Office). 1998. Youth Employment. Portugal

APPENDIX I

THE CONVENTION ON THE RIGHTS OF THE CHILD (CRC)

The CRC, adopted by the United Nations General Assembly on November 20, 1989, came into force on September 2, 1990. The Convention, which states that "a child means every human being below the age of 18 years unless, under the law applicable to the child, majority is attained earlier" (Article 1); implores all persons acting on behalf of a child to ensure that "the best interest of the child shall be a primary consideration" (Article 3).

The Convention is divided into three parts and comprises of 54 Articles. The rights enshrined in the Articles apply to all children and adolescents, without discrimination of any kind, regardless of race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability birth or other status. (Article 2).

The following represents a tabular synopsis of the rights contained in the CRC.

ARTICLE	RIGHTS ADDRESSED .... The Right ....
Article 6	to life, survival and development
Article 7 & 8	to a name, nationality and identity
Articles 9 & 10	to maintain contact with their parents
Article 11	to protection against illicit transfer & nor-return from abroad (i.e. trafficking)
Article 12	to express their views and to be heard
Article 13	to freedom of expression, which includes freedom to access and impart information and ideas of all kinds
Article 14	to freedom of thought and religion
Article 15	to choose their companions freely and gather peacefully
Article 16	to protection of the law from arbitrary and unlawful interference or attacks on his/her privacy, family, home or correspondence
Article 17	to have access to information and material from a diversity of national and international sources, especially those aimed at the promotion of social, spiritual and moral well-being and physical and mental health. The pivotal role of the mass media in accomplishing this right is recognised and their cooperation and participation are encouraged.

Article 19	to protection from all forms of physical and mental violence, abuse, injury or neglect; child victims have the right to support and treatment
Article 20	to have alternative care, provided by the state, in the event of temporary or permanent deprivation of one's parent
Article 21	Addresses the protection of the child's best interest in the event of an adoption
Article 22	addresses the rights of a child who is seeking refugee status or is considered a refugee .....
Article 23	of a physically or mentally disabled child to enjoy a full and decent life
Article 24	to health and access to health services
Article 27	to a standard of living adequate for their physical, mental, spiritual, moral and social development
Articles 28 & 29	to an education that develops their talents and abilities, teaches them about their human rights and cultural identity, and promotes respect for tolerance, peace, gender equality and protection of the natural environment
Article 31	to rest, play and pursue leisure activities
Article 32	to be protected from economic exploitation or forced labour
Article 33	to protection from illegal drugs and dangerous substances and from being exploited in the production and sale of drugs
Articles 34 & 35	to protection from all forms of sexual abuse or exploitation, as well as from abduction, sale or trafficking
Article 37	to liberty and protection from torture or other degrading treatment or punishment
Article 38	to be protected from armed conflict and from being forced to become a combatant

Source: UNICEF. First Call For Children: Convention on the Rights of the Child.

72

DEFINITIONS

1. Youth as defined by the United Nations. "Those persons falling between the ages of 15 and 24 years inclusive".

2. Definitions from The Juveniles Act
   - Child: 'means a person under the age of fourteen years'
   - Juvenile: 'means a person under the age of seventeen years'
   - Young person: 'means a person who has attained the age of fourteen years and is under the age of seventeen years'.

3. Age of Majority (Accepted as indicating attainment of adulthood)
   - Under the Law Reform (Age of Majority) Act, 'a person attains the age of majority and becomes of full age and capacity on attaining the age of eighteen years' (Marsh; 7).

4. Child as defined by the Children (Guardianship and Custody) Act and the Children (Adoption of) Act:-
   - 'meaning a person under the age of 18', who has never been married (Marsh; 7)

5. Adolescence: Period between childhood and adulthood. The onset of puberty is part of early adolescence.

END NOTES

1.   The four main human rights conventions identified as protecting the rights of young people are:-
       i.   The International Covenant on Civil and Political Rights
       ii.   The International Covenant on Economic, Social and Cultural Rights
       iii.   The Convention on the Elimination of All Forms of Discrimination Against Women
       iv.   The Convention on the Rights of the Child.
     (Commonwealth Secretariat: Humble: 1998: 4-5)

2.   The UN General Assembly defines 'youth' as "those persons falling between the ages of 15 and 24 years inclusive. This definition is based on General Assembly resolutions 40/14 of 1985 and 50/81 of 1995. (UN website: www.un.org).

3.   A Statement of National Population Policy - Jamaica (Revised 1995); pp. 14

4.   A Statement of National Population Policy - Jamaica (Revised 1995); pp. 26

5.   Ibid, pp. 33

6.   Ibid, pp. 33

7.   Ibid, pp.34

ATTACHMENT B

A LOOK AT
INSTRUMENTS WHICH ADDRESS THE RIGHTS OF
YOUTH IN JAMAICA

Prepared by:
Seneca Lewis-Garraway, M. Sc.

February, 2000

75

TABLE OF CONTENTS

7b

LIST OF ABBREVIATIONS

CARICOM	Caribbean Common Market and Community
CBO	Community Based Organisation
COHSOD	CARICOM Council for Human and Social Development
CRC	Convention on the Rights of the Child
CYP	Commonwealth Youth Programme
FWCW	Fourth World Conference on Women
GOJ	Government of Jamaica
HEART	Human Employment and Resource Training Trust
ICPD	International Conference on Population and Development
JCDC	The Jamaica Cultural Development Commission
MOEC	Ministry of Education and Culture
NGO	Non-governmental organisation
NYS	National Youth Service
PIOJ	Planning Institute of Jamaica
STEP	Special Training and Empowerment Programme
SIDS	Global Conference on the Sustainable Development of Small Island Developing States
UNCED	United Nations Conference on Environment and Development
UNCHS	United Nations Conference on Human Settlements
WSSD	World Summit for Social Development

EXECUTIVE SUMMARY

Available data show that approximately 18% of the world's population comprise young people between fifteen and twenty four years of age - commonly classified as youth. More and more, nations are taking action to ensure that this large proportion of their population is involved in national decision making, particularly on issues which directly affect their lives. Additionally, it is being recognised that successful transition into adulthood is critical for the sustained development and existence of any nation.

In looking at issues affecting youth there is no single document which addresses rights and interests of youth, as is the case with children where there is the Convention on the Rights of the Child (CRC), which protects the rights and interests of children. However, a number of instruments exist which provide protection for the rights of youth and address issues which affect this category of the population. Some of these instruments are legally binding, in international law, while others are not. Such instruments can be found at the international, regional and national levels. Instruments emanating from international and regional conferences, are not legally binding and are sometimes referred to as consensus documents. They represent declarations of consensus by participating nations on issues which affect human life and well being.

At the international level under the auspices of the United Nations, there are four main human rights conventions which provide for the protection of rights for all human beings. Youth as human beings, are entitled to enjoy all existing human rights and are therefore protected under these conventions. The four conventions are: the International Covenant on Civil and Political Rights; the International Covenant on Economic, Social and Cultural Rights; the Convention on the Elimination of All Forms of Discrimination Against Women; and the Convention on the Rights of the Child. These conventions legally bind all governments and nations which have signed and ratified them, to ensure that national laws, policies and practices conform to the standards they set out.

Generally, the above Conventions seek to protect an individual's political, civil, economic, social and cultural rights. Political and civil rights include the right to life, freedom of speech, freedom from arbitrary arrest, and the presumption of innocence in legal matters. Other conventions cover the right to:- work, social security, adequate standard of living, enjoy the highest attainable standard of physical and mental health, and education. All these rights are available to young people, in addition to others which are directly applicable to them.

In addition to the above Conventions, there are a number of important international conferences which can be used to interpret youth rights. These conferences address issues of the environment and sustainable development, population growth, social development, urbanisation and human rights. While the documents emanating from such conferences are not legally binding, the issues and areas addressed are of most pressing concern to human survival and well being worldwide. These issues not only affect the lives of young people, but many of these consensus documents include separate sections which directly address the youth and their participation in the decision making process of their nation.

78

Other instruments or consensus documents emanate from regional conferences and meetings, such as CARICOM and the Commonwealth Youth Programme. At the national level there is the National Youth Policy and sectoral documents such as the National Poverty Eradication Policy, which target youth as a specific category. All such instruments address matters affecting youth and can be seen as providing some protection of the rights of this category of the population.

In the case of Jamaica, the nation has signed and ratified four human rights conventions and has participated in CARICOM and the Commonwealth Youth Ministers conferences from time to time. At the national level, a National Youth Policy exists. Such involvement and action are indicative of some level of commitment to the development of the youth of this nation. The existence of certain youth development programmes such as the National Youth Service; the Human Employment and Resource Training (HEART) Trust, indicate that the nation has moved beyond simply ratifying or endorsing consensus documents, to the implementation stage of commitment.

Two common themes which occur in all of the above-mentioned instruments or consensus documents, is the need for governments to ensure that an enabling environment exists to facilitate the realisation of commitments and therefore youth development; and the necessity to involve youth in the national decision making and policy development process, particularly in matters which will affect their lives. With respect to both of the above themes, there is much room for improvement.

In Jamaica, an important start has already been made with the development of the National Youth Policy, and the signing and ratifying of important international human rights instruments. However, even within the context of the existing difficult economic climate, greater action needs to be taken to put issues of youth on the 'front burner' - sustainable development of any nation cannot take place based on ad hoc programmes targeting its youth population.

INTRODUCTION/BACKGROUND

In 1995, it was estimated that approximately 18% of the world's population comprised young people between ages 15 and 24 years. According to the United Nations General Assembly, the majority of these people live in developing countries. Living in different parts of the world, at different stages of development and in different socio-economic situations, they all aspire to live full lives in their society. It is increasingly being recognised that this formidable group is critical to the sustained existence and development of the communities and nations in which they live, and indeed the world.

In Jamaica, young people (15-24 years) represent approximately one fifth (19%) of the total population; persons 15-29 years comprise 28% of the population; and children and young persons less than 30 years (that is 0-29 years) comprise more than half (59.0%) of the nation's total population (Demographic Statistics:1998). Clearly, Jamaican youth represent an important category of human resource, which requires the investment of adequate resources and the initiation of proactive policies and programmes, to ensure development which will benefit not only the individual youth category but also the national as a whole.

In 1985, the United Nations General Assembly declared the year International Year of Youth, and called on Governments and nations the world over, to increase their focus on issues affecting youth. In 1995 on the tenth anniversary of International Youth Year, the United Nations General Assembly strengthened its commitment to young people by adopting the World Programme of Action for Youth to the Year 2000 and Beyond. The World Programme of Action identifies ten areas of priority, aimed at improving the well-being and livelihoods of young people. These priority areas are education, employment, hunger and poverty, health, environment, drug abuse, juvenile delinquency, leisure time activities, girls and women, and the full and effective participation of youth in the life of society and in decision-making.

In the intervening ten years, international organisations, governments and nations, non-governmental organisations, as well as youth themselves, sought in various ways to address the many issues relating to youth. At the centre of much of the activity and discussion is the call for the empowerment of youth, to ensure that they are adequately prepared to take on their responsibilities as full and active members of their societies. Integrally associated with the issue of empowerment, is ensuring that young people are knowledgeable about youth rights and responsibilities, and are informed about the enabling environment for empowerment which exists.

As matters concerning youth take on a more pre-eminent role, it is important that persons who seek to work with youth, have an understanding of the instruments which exist to protect and address their rights. It must be remembered that unlike children, where there exists a Convention on the Rights of the Child, for youth no such single document is available. However, a number of other instruments[1] exist which provide protection of youth rights in various ways.

These instruments include legally binding international conventions and covenants (which a nation may have been signatory to); declarations or consensus documents from conferences in which a nation may have participated; regional and national instruments committing to the development of youth. Knowledge of such instruments is important in that they provide some basis to guide Government's policy development. In addition, such knowledge could provide guidelines and parameters of operation for any organisation which intends to work with the particular group.

In looking at youth/youth-related instruments it is important to note that not all instruments are legally binding. In some instruments, issues of rights apply to all citizens, of which youth are a part; such instruments do not necessarily speak directly and separately to the youth category. With respect to youth, these instruments are important in that they provide direction and point to ways in which youth can be empowered to actively participate in their own development, as well as, the development of their society.

This paper seeks to
1.   Identify the existing instruments which in part or in whole, directly or indirectly, address

---

[1] 'Instruments' is here used to refer to the treaties, conventions, agreements, declarations, conferences, charters, resolutions, etc., which States use to establish rights and obligations among themselves.

issues concerning youth.

2. Indicate, to the extent possible, which instruments are legally binding and which are not.
3. Identify the commitment or pledge, to youth and any related stakeholders, which is enshrined within the instruments.
4. Identify which instruments Jamaica has signed and/or ratified, and where possible, indicate how the particular instrument relates to youth rights and issues.

Material for this paper was gathered via Internet searches of sites of international organisations such as, the United Nations, the International Labour Organisation; Commonwealth Youth Programme; communication with the legal department of the Ministry of Foreign Affairs and Trade; telephone and face to face interviews and discussions with a number of persons working with youth in Jamaica; telephone discussions with a representative of CARICOM Youth Desk. Data collection also involved the search of relevant in-house documents, such as records of meetings of Youth Ministers of CARICOM and the Commonwealth.

IMPORTANT DEFINITIONS

The United Nations through its list of 'Definitions of Common United Nations Legal Terms', provides pertinent information on the definition of terms. Such definitions are important in that they provide the basis to better understand the various instruments which are being examined.

1. **Convention**: In specific terms, a convention represents legally binding international obligations between two or more states, usually negotiated under the auspices of an international organization.

2. **Covenant**: A covenant means a formal, written agreement between two or more States which specifies mutual legal and political obligations. In the context of the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights, a covenant has the same legal obligations as a convention - since governments are required to sign and ratify both.

3. **Agreement**: This term can have specific or generic meaning. In the generic context, for example the term "international agreement", refers to a number of international instruments. When used in a more specific context however, an "agreement" refers to something narrower and less formal than a "treaty". These instruments when signed by government representatives are not subject to ratification. According to the United Nations General Assembly, today, the majority of international instruments are designated as agreements. (Source: United Nations General Assembly Definition of Common United Nations Terms).

4. **Commitment**: Commitment generally refers to a pledge of undertaking about some particular subject matter, cause or course of action; a pledge to bind one's self to a course of action or policy. Such pledges of undertaking, may or may not be legally binding. However, even where there is no legal commitment, it is expected that some action by way of

81

implementation, will result from the given pledge of undertaking. Commitment therefore, could be very wide at one end of the spectrum, and at the other it could be quite narrow.

In this paper commitment would be used in the widest sense, inclusive of legally binding as well as, non-legally binding pledges. It would also include taking action towards implementation, in support of the pledge or commitment given.

Commitment to the development of youth therefore, should include more than signing and ratifying of Covenants, and Conventions, or the endorsing of conference declarations. It should include implementation through development of relevant programmes, availability of resources to establish the enabling conditions and environment to allow for participation of youth in decision making and overall empowerment of young people.

5.   In this paper the United Nations General Assembly definition of youth, that is, persons fifteen to twenty four years inclusive, would be used.

EXISTING INTERNATIONAL INSTRUMENTS WHICH ADDRESS YOUTH RIGHTS
When one seeks to examine the rights of youth, and a nation's commitment to this category of its population, there is no single document like a Convention on Youth Rights, to which one can turn. However, even without such a Convention young people are entitled to enjoy all human rights available to all human beings.

At the international level, the United Nations addresses youth matters through a number of instruments some of which are legally binding on ratifying governments, and others which carry no legal obligations. At the United Nations level there are :-
1.   Youth-related International Conventions
2.   Youth-related International Declarations, Standards, Guidelines and Rules
3.   United Nations World Conferences
This paper will examine the relevant international conventions and world conferences.

International Human Rights Conventions/Covenants
Included in the category of youth-related International Conventions are the four main human rights conventions which provide protection to all human beings, adolescents and young people inclusive. These human rights conventions are:-
• the International Covenant on Civil and Political Rights (1966)
• the International Covenant on Economic, Social and Cultural Rights (1966)
• the Convention on the Elimination of All Forms of Discrimination Against Women (1979)
• the Convention on the Rights of the Child (1989)
It is important to note that countries which have ratified these conventions, have a legal obligation

in international law, to ensure that their national laws, policies and practices confirm to the standards set out.[2]

The next section will examine the main declarations and features of each of the above human rights instruments, along with the relevant and expected obligations and responsibilities of ratifying nations, with special attention being paid to the relationship to youth.

International Covenant on Civil and Political Rights
The United Nations General Assembly adopted this Convention in December of 1966, and it came into force in March 1976. Jamaica signed in December 1966 and ratified in October 1975[3] (United Nations, 1997a & Ministry of Foreign Affairs and Trade).

The Covenant of Civil and Political Rights, addresses a number of rights accorded to all peoples of nations which have signed and ratified the Covenant. Generally, State Parties to the Covenant undertake to ensure equal rights of men and women to the enjoyment of all civil and political rights set out in the Convention (Article 3). Civil and political rights protect an individual's:- right to life, freedom of speech, assembly, conscience and religion; freedom from slavery, torture, inhumane or degrading treatment, forced or compulsory labour, arbitrary arrest; the right to due process, the presumption of innocence during legal proceedings and equal treatment before the law.

Articles 14 and 24 make specific reference to adolescents, namely 'juvenile persons' and 'child'. Article 14(a) indicates that in any case of a criminal nature involving 'juvenile persons', the procedure shall take account of their age and the desirability of promoting their rehabilitation. Article 24 indicates that every child without discrimination of any sought, shall have the "right to such measures of protection as are required by his status as a minor, on the part of his family, society and the State". In addition the Article addresses the right of every child to a name, a nationality and to registration at birth.

It should be noted that many of the rights enshrined in this Covenant are specifically addressed in the Convention on the Right of the Child, and by the Jamaica Constitution, Chapter 3 which deals with Fundamental Rights and Freedoms.

International Covenant on Economic, Social and Cultural Rights
This Covenant was adopted by the General Assembly of the United Nations in December 1966 and came into force in January 1976. Jamaica signed the Covenant in December 1966 and ratified same in October 1975[4]. (United Nations, 1997b & Ministry of Foreign Affairs and Trade).

---

[2]When a country signs a convention, this indicates general agreement with the convention and an intention to follow same. Ratification however indicates a promise to follow and is legally binding (Global Commitment to Youth Rights 1997:8).

[3] While Jamaica ratified the Convention in 1975, this ratification became effective in March 1976.

[4] While Jamaica ratified the Covenant in 1975, this ratification became effective in January 1976.

The International Covenant on Economic, Social and Cultural Rights, addresses the right of all human beings to:-

- work [Article 6]
- form and join a trade union [Article 8]
- social security including social insurance [Article 9]
- an adequate standard of living for self and family and freedom from hunger [Article 11 (1) & (2)]
- enjoy the highest attainable standard of physical and mental health [Article 12].
- education [Article 13]
  (which is to be directed to the full development of the human personality and sense of dignity, and further, enable all persons to participate effectively in their society).
- take part in cultural life and to enjoy the benefits of scientific progress and its applications [Article 15].

Article 10 speaks directly to the youth category and the need for special measures of protection and assistance to be taken on their behalf. Other issues addressed in this Article include, the right of children and young persons to be protected from economic and social exploitation; that any employment in work which could be harmful to their morals or health or dangerous to life, or could hamper their normal development, should be punishable by law; that States should set an age limit below which the paid employment of child labour should be prohibited. [Article 10 (3)].

The Convention implores State Parties to recognise these rights. Acknowledging that progressive action over time is necessary to accomplish implementation of these rights, the Convention identifies and recommends specific action and relevant programmes, to aid the process.

The Convention on the Elimination of all Forms of Discrimination Against Women
This Convention also referred to as the "Women's Convention", was adopted by the General Assembly of the United Nations in December 1979, and came into force in 1981. According to information from the United Nations General Assembly, Jamaica signed this Convention in July 1980 and ratified it in October 1984 (United Nations, 1997c)[5].

This Convention seeks to protect the rights of girls and women all over the world to:- have equal access to education and training, food, health care, land, employment, financial credit; participate fully in decision-making, without discrimination on the basis of pregnancy or marital status. The Convention seeks to ensure that women and girls are not discriminated against, and are not denied or prevented from exercising their rights and freedoms guaranteed by other conventions. These include political, civil, economic, social and cultural rights (See International Covenants on Civil and Political Rights and on Economic, Social and Cultural Rights).

---

[5]At the time of researching and preparing this paper, no information was available from the Ministry of Foreign Affairs and Trade, Jamaica, regarding this Convention.

In Article 10 (f), the Convention calls on State Parties to take action in the area of education, to ensure "the organisation of programmes for girls and women who have left school prematurely".

The Convention on the Rights of the Child (CRC)
The Convention on the Rights of the Child, also referred to as the Children's Convention, was adopted by the General Assembly of the United Nations in November 1989. Jamaica signed the Convention in January of 1990 and ratified it in May 1991 (United Nations, 1997d & Ministry of Foreign Affairs and Trade).

The Convention on the Rights of the Child is included here as addressing youth rights because of its definition of child, as a young person up to the age of 18 years. Thus adolescents/young persons up to the age of 18 years, are protected under the Convention on the Rights of the Child.

The Convention on the Rights of the Child includes many of the political, economic, civil and social rights addressed in the international covenants - right to life, freedom of expression, freedom of association, right to health, education, social security, and an adequate standard of living. However, it includes additional areas specially targeting children and young people, such as protection from neglect and abuse, having their views heard on matters which affect their lives and protection from economic and sexual exploitation.

The Convention on the Rights of the Child recognises the right of children/young persons (0-18 years) to be brought up in a safe and supportive environment as provided by families. While parents/guardians have the right to provide direction to children, they also have responsibilities to respect the children's rights and to recognise 'the growing capacity and judgement of young people as they grow from the dependency of childhood to the independence of adulthood' (Global Commitment :9). One of the grounding principles of the Convention on the Rights of the Child, is that in all issues relating to children, the best interest of the child should have priority.

Conferences Which Address Issues Impacting on Youth
In addition to the above mentioned Conventions, international conferences which speak to issues affecting young people, represent another means of examining and interpreting the rights, interests and responsibilities of the nation's youth. Generally, consensus documents or declarations emanating from such conferences are endorsed by participating governments. Such endorsements do not carry any legal obligation. What is critical about these conferences even though they are not legally binding, is that many of the issues which they address are of a most pressing concern to human survival and well being worldwide. Some scholars have argued that they represent human rights in practise.

During the 1990s a number of significant international conferences were held; they addressed such important subject areas as, the environment and sustainable development, population growth, social development, urbanisation and human rights. These issues hold profound consequences for people worldwide, including young people. In addition however, many of the emanating declarations or

agreements, directly address youth and include sections which speak directly to methods of youth participation and inclusion.

The conferences include the:-
1.   United Nations Conference on Environment and Development (UNCED) 1992
     Also known as the "Earth Summit". The two major documents coming out of this conference are (a) Rio Declaration on Environment and Development (b) Agenda 21, which is the programme of action from the conference.
2.   World Conference on Human Rights 1993
3.   Global Conference on the Sustainable Development of Small Island Developing States (SIDS) 1994
4.   International Conference on Population and Development (ICPD)1994
5.   World Summit for Social Development (WSSD)1995
6.   Fourth World Conference on Women (FWCW) 1995
7.   United Nations Conference on Human Settlements, Istanbul (UNCHS) 1996

As was noted above, such conferences do not require ratification and therefore are not legally binding on participating nations. However, they are examined briefly here because they address issues which impact on the lives young people. Further, though not legally binding, participating governments who endorse the declarations and programmes of actions which come out of these conferences, it would appear, have at least a moral obligation to follow up on their commitments.

United Nations Conference on Environment and Development (UNCED)
In the **Rio Declaration** the issue relating to youth is explicitly addressed in Principle 21 which states that "The creativity, ideals and courage of the youth of the world should be mobilized to forge a global partnership in order to achieve sustainable development and ensure a better future for all"(United Nations General Assembly 1992;13).

In Agenda 21, Chapter 25 is dedicated to Children and Youth and their involvement in sustainable development. Specifically as it relates to youth it is noted that the "involvement of today's youth in environment and development decision-making and in the implementation of programmes, is critical to the long term success of Agenda 21" (United Nations, Agenda 21; 1992; 193). The involvement of youth is recommended not only because their future is inextricably affected by what happens to the environment but also because of ... "their intellectual contribution and their ability to mobilize support, . . . and bring unique perspectives that need to be taken into account" (United Nations, Agenda 21, 1992, 193).

The objectives of Agenda 21, with respect to children and youth in sustainable development, focus on governments establishing consultations with youth communities, providing young people with relevant information and providing the opportunity for youth to present their perspectives and be included in the decision making and implementation process.

World Conference on Human Rights (WCHR)

This human rights conference sought to get governments to agree that all human rights were universal and indivisible, and therefore apply to everyone in all cultures. Significantly, youth and children rights were a major focus of the conference. One of the priorities of the conference was to see that all governments signed the Convention on the Rights of the Child before the end of 1995.

Global Conference on the Sustainable Development of Small Island Developing States (SIDS)

The main focus of the SIDS conference was to acknowledge that the needs and concerns of small island states were integral not only to these states, but also to the international community, therefore international co-operation was needed to solve identified problems.

Cognisant that sustainable development is people centred, the conference recognised young people as one of the major social groups which should be integrally involved in the formulation and implementation of sustainable development strategies and programmes, as well as, in all aspects of decision making. Young people were also identified as a major category which stand to reap major benefits from sustainable development.

International Conference on Population and Development (ICPD)

Cognisant of the fact that approximately half of the world's population is less than twenty five years of age, this conference, saw young people as a priority, since they comprise such a large proportion of the population. It was recommended that countries give high priority and attention to 'the protection, survival and development of children and youth, particularly street children and youth ...' (ICDP:Action 6.8).

The impact of poverty on young people was a particular concern examined, as it leaves many vulnerable to a number of ills such as dropping out of school, sexual exploitation, drug abuse, forced labour, etc. It was acknowledged at the conference that reproductive and sexual health needs of adolescents had been ignored in the past.

Importantly, it was recognised that youth organisations are effective partners in developing programmes to educate youth on reproductive health, gender and environmental issues. Further, it was recommended, that youth should be 'actively involved in the planning, implementation and evaluation of development activities that have a direct impact on their daily lives'. Specifically identified areas in this regard, include education and communication activities and services concerning reproductive and sexual health, including the prevention of early pregnancies, sex education and the prevention of HIV/AIDS and other sexually transmitted diseases. (ICDP: Action 6.15).

World Summit for Social Development (WSSD)

The World Summit for Social Development, also referred to as the Social Summit, represented the first time in history that heads of State and Government gathered (at the invitation of the United Nations), to 'recognize the significance of social development and human well-being for all ...'. The critical recognition of this summit was that because people form the centre of concern for sustainable development, more attention should be paid to the social aspects of development. The emphasis of

the Social Summit therefore, focused strongly on empowerment of people, and heads of state were challenged 'to establish a people-centred framework for social development'. The main themes of the conference were:- the reduction of poverty; the generation of productive employment; and the enhancement of social integration. The importance of involving youth in the decision making and implementation process of planning, particularly where the issues impact directly on their lives, was acknowledged.

United Nations Conference on Human Settlements
This conference focused on how to manage the worldwide trend of increasing urbanisation in a sustainable manner. With a theme of "shelter for all", it was recognised that the needs of children and youth should be given greater priority with regard to settlement, than was previously done. The involvement of young people as partners in decision making was stressed, as well as, their need for privacy and security to be considered in the management of settlements.

Fourth World Conference on Women
Held in Beijing, this conference sought to examine the progress made regarding the declarations and action plans from the first conference on women held in 1975. This conference gave rise to the Beijing Declaration which notes the inspiration to be drawn from "the hope present in the world's youth". While the conference focused on the needs of young girls and adolescent women, it advocated access to education about sexual and reproductive health for both male and female adolescents. Additionally, it noted the need to sensitise and educate boys and young men in gender equality and non-violent conflict resolution.

REGIONAL INSTRUMENTS
The CARICOM Youth Desk, which is part of the CARICOM Council for Human and Social Development (COHSOD), and the Commonwealth Youth Programme - Caribbean Division, represent the main channels through which youth issues are addressed at the regional level.

CARICOM Youth Desk
CARICOM Ministers with responsibility for youth, convene regular meetings which culminate in recommendations which are presented for endorsement by member governments. Such recommendations usually serve as the basis of activity for the CARICOM Youth Desk. Discussions with personnel at the Youth Desk, indicate that current priority areas with regard to youth matters in CARICOM include:-

1.   The strengthening of the institutional capacity of youth departments and youth NGOs
2.   The establishment of appropriate youth structures to promote effective participation of youth in good governance, democracy and regional integration
3.   Supporting the review, development and implementation of youth policies
4.   The establishment of a regional micro-enterprise development fund.
5.   Support for research and information sharing.

Commonwealth Youth Programme: Caribbean Office
Over the years, Jamaica has participated in activities and meetings of the Commonwealth Youth Programme (CYP), at both the Heads of Government and the Ministers responsible for Youth Affairs levels.

In 1995, the Commonwealth Ministers with responsibility for Youth[6] proposed that Commonwealth governments make special commitment to youth development, through the "development, refinement and implementation of National Youth Policies as instruments of change". In addition they recommended youth empowerment, and human resource development for young men and women, as being critical to strengthening the young people, as well as the societies in which they live. (Commonwealth Secretariat:1995:3-5)

In 1998, the Commonwealth Youth Ministers Meeting was held in Kuala Lumpur, Malaysia[7].
The current focus of the Commonwealth Youth Programme at the regional level is the 'Commonwealth Plan of Action on Youth Empowerment to the Year 2005'. This plan of action came out of the 1998 Commonwealth Youth Ministers' Meeting (Malaysia), and seeks to assist governments in "establishing and maintaining the enabling conditions that will allow young men and women in the Commonwealth to be empowered" (Commonwealth Secretariat:1998:22). The 'enabling conditions' which are expected to serve as the foundation for youth empowerment, are grouped in four broad and interrelated areas as follows:-
1.   The economic base and social support systems that enable young people to sustain life, health and well-being
2.   Supportive legal and administrative frameworks for youth empowerment
3.   A stable environment of equality, democracy and peace
4.   Access to knowledge, information and skills, and the development of positive values.

It should be noted that the CARICOM Secretariat and the Commonwealth Youth Programme, Caribbean Office collaborate at some level, as many of their objectives are similar.

NATIONAL INSTRUMENTS
National instruments which can be used to identify and interpret rights and interests of youth, include the Constitution of Jamaica, the National Youth Policy, and other sectoral documents. At the general level, the Constitution of Jamaica sets out in Chapter III (Fundamental Rights and Freedoms) certain rights and freedoms due to all Jamaicans, including young people. These include the right to life, protection from arbitrary arrest or detention, freedom of movement, protection from inhuman

---

[6] Jamaica was represented by Dr. Fenton Ferguson, then Parliamentary Secretary, Ministry of Education and Culture; Mr. Christopher Charles, National Youth Development Officer, MOEC; Mr. Cardinal Beckford, Youth Leader. (Commonwealth Secretariat, 1995)

[7] Jamaica was represented by The Hon. Colin Campbell, Minister of State in the Ministry of Local Government, Youth and Community Development; and Mr. Garnet Roper, Chairman, Social Development Commission (Commonwealth Secretariat, 1998).

treatment, protection of freedom of speech and conscience, of assembly and association and freedom of expression, etc.

From a more specific view point however, there is the National Youth Policy. In addition, there are important sectoral documents which include a position on issues relating to youth matters and can therefore be seen as representing some commitment to youth. The chief document identified in this category is Jamaica's Policy Towards Poverty Eradication.

The National Youth Policy
At the national level, the National Youth Policy is seen as the major instrument indicating commitment to youth. The policy has a mission "to create an environment in which young people will be encouraged and facilitated to develop their full mental, social, spiritual and physical potential, through the provisions of economic and training opportunities to enable them to become responsible and productive citizens" (GOJ, 1994:8).

The main objectives and strategies addressed by the policy include:-
1.   (Strengthening) Institutional focal point
2.   Education and training
3.   Employment and empowerment
4.   Health
5.   Drug Abuse
6.   Recreation and leisure
7.   Values, attitudes and anti-social behaviour
8.   Youth in community and nation building.

The policy further states that a 'Youth Unit' with portfolio responsibility for youth affairs "will act as a focal point to execute the Government's policies and strategies in respect of youth, and coordinate the activities of all youth agencies. The unit will also liaise closely with the private sector and voluntary organisations to effectively address the problems of youth"(GOJ, 1994:10).

The National Poverty Eradication Policy
This document, represents the Government of Jamaica's commitment to eradicate poverty. Importantly the document lists as one of its areas of priority "unemployed youth, and families with children in low income groups" [Ministry Paper No. 3/97: Item 2.2(ii)].

DISCUSSION

The above seem to indicate that there are a number of instruments which can provide the framework to examine and interpret the rights, interests and responsibilities of youth in Jamaica. By extension, such instruments can also provide the framework to guide the development of policy, services and programmes to address youth development and general youth matters. There are the international human rights instruments; there are consensus documents from a number of international conferences which in part speak to issues relating to youth; there are consensus documents emanating from Commonwealth Ministers for Youth meetings; and perhaps most importantly at the national level, there is the National Youth Policy. The existence of these instruments also indicates that some level of commitment has been made to Jamaican youth by various Governments over the years.

However, where commitment is seen as encompassing both legally binding and non-legally binding pledges or promises, as well as, some element of implementation of the commitment, a number of questions arise.

Some pertinent questions therefore are:-
1. Does signing and ratifying of a particular convention or covenant represent commitment?
2. Does participation in conferences represent commitment?
3. Do the above questions represent adequate commitment, or does commitment include taking action at the national level by way of strengthening relevant agencies, such as youth ministries/divisions/ departments by providing them with necessary and adequate resources, and ensuring that young men and women are well represented?
4. Has commitment moved from the point of pledge and promise to action?

At this point, it would be instructive to examine briefly the general procedure which follows the signing and ratification of an international covenant or convention.

When a government or state signs an international covenant or convention, this signifies its intention to be bound by the principles of the particular instrument. Ratification indicates acceptance to be bound by the principles, in international law. It is upon ratification therefore, that the particular protocol becomes legally binding, in international law, on the particular state party.

In some nations, once the international instrument is signed and ratified at the international level, it becomes binding on the particular nation, its government and its citizens. In the case of Jamaica, for such an instrument to become binding on the citizens of the particular nation, it must be enacted in part or in whole, into national law. Having signed and ratified a covenant or a convention therefore, a number of options exist, through which a government can ensure it lives up to the obligations enshrined in the document signed.

(1) The particular instrument could be enacted in totality into national law.
This is not advised by legal personnel, as there may be sections of the international document which are not thought to be relevant to the particular local situation, or which are in contravention to existing national laws.

(2) Specific laws reflecting the principles of the particular international instrument could be prepared and enacted into national law. This could also include the amendment of existing laws.

This option is time consuming and often requires vigilance from concerned persons, to ensure that action is taken in a timely manner.

(3) Developing relevant policy which addresses the issues in the international instrument.

Such policy, having been presented to the nation and Parliament, upon passage by Parliament, is expected to provide direction for all persons and organisations interested in or currently working with, the particular category of the population which the policy addresses. Though this approach does not enshrine the principles of the particular international instrument into national law, it represents one way in which a Government can ensure that it honours the obligations enshrined in the particular instrument.

A similar situation exists with respect to declarations and consensus documents emanating from major conferences. While not legally binding, having agreed to the principles of the conference internationally, it is expected that the particular government would take the necessary action at the national level, to honour the obligations, activities and required actions enshrined in the particular document.

It could be argued that the signing and ratifying of a convention or covenant represent commitment to take action on the particular issue, at the national level. Indeed one should not sign, ratify or give support to conventions or consensus documents, if one does not intend to honour the stated obligations. Arguably therefore, signing and ratifying of international conventions or covenants, do represent some commitment, however, additional action is required at the national level to move from intent to implementation. Action at the national level therefore should include ensuring that the principles of the convention are operational, as well as, allocating resources to facilitate the required action.

In the context of Jamaica, there has been some commitment to the development of young people, at various levels. Important steps have been taken at the international level, with Jamaica having signed and ratified certain critical international human rights instruments which speak to issues on youth as human beings. While there is some commitment made by attendance of and participation in conferences, both at the regional and international levels, the information is not precise as to exactly which conferences were attended and subsequent action taken, if any. At the national level however, there is commitment made through the National Youth Policy.

On matters relating to youth development, particularly where it involves participation of youth in various aspects of decision making, commitment implies the establishment of infrastructure for information-sharing, consultation, debate, and to some extent power sharing in the decision making process with the young people. It could further be argued that it also implies the will to commit resources to the establishing of coherent programmes for development. With respect to the existence of structures to facilitate information sharing, consultation, debate, and youth participation in decision

making, this seems to be an area of weakness, as no formal structures exist which allow for the participation of young people in the developmental issues of the nation.

Looking at some of the youth development programmes available in Jamaica, it can be argued that commitment has gone beyond promise, to the implementation stage. There are major youth development programmes such as:-

1. The National Youth Service, which as a strategy of the National Youth Policy, "aims to equip youth with the necessary academic, technical and life coping skills to foster their development, as well as, enhancing their contribution to community and national development". Currently being restructured, the National Youth Service seeks to provide training in a variety of skills to young people ages 17 - 24 years.

2. The Human Employment and Resource Training (HEART) Trust, which focuses on providing training and education for employment. As Jamaica's national training agency, HEART aims to "enable the provision of technical and vocational education . . . to produce and sustain a competitive workforce" (HEART/NTA).

3. The Special Training and Empowerment Programme (STEP), was launched as a component of the Government's initiative for youth in its Poverty Eradication Programme. It aims to empower young people to access training for employment and become part of the productive workforce.

In various Ministries of the public service there are other programmes which incorporate youth issues in their work and activities. Skills 2000, part of the National Poverty Eradication Programme, the 4-H organisation; the Institute of Sports whose programmes by their very nature are targeted predominantly at young people, are some of these programmes.

Even with the above programmes however, there are some categories of youth for whom services are either not provided, or are provided at levels insufficient to meet the existing needs. The situation of at-risk youth, some of whom live and work on the streets, immediately come to mind. These youngsters 'fall through the cracks' for a variety of reasons - age limitations to enter programmes; educational requirements; overlap of definition of child and youth; inadequate number of programmes; etc. In some instances limited services are provided by NGOs. Young people with disabilities represent another group for whom services and facilities are insufficient.

It can also be argued that the National Youth Policy represents implementation of commitment beyond promise. The existence of a national policy is seen as testament that a country intends to accord the required emphasis and attention to the needs and concerns of its young citizens. Indeed, the development of National Youth Policies was advocated at the Commonwealth level in non-legal governmental meetings.

While it is acknowledged that having a National Youth Policy is in and of itself an important first step, the need to ensure effectiveness of policy is equally, or even more important. An important question which arises therefore, is whether the enabling environment exists to facilitate the necessary action for implementation of policy strategies? Another question is what are the critical inputs for an enabling environment? The availability of adequate resources, financial and human, as well as the necessary organisational structures, do represent necessary inputs, to an enabling environment.

Two major themes which re-occur in the instruments and consensus documents at all levels - international, regional and national - are the need to provide the enabling environment to facilitate the movement from pledge and endorsement to implementation; and the importance of youth participating in all levels of decision making.

On the issue of the existence of an enabling environment, it can be argued that there is significant room for improvement. In this regard, it may be instructive to look at the Youth Division of the Ministry of Local Government, Youth and Community Development. This Division is expected to 'act as the focal point to execute the Government's policies and strategies in respect of youth, and co-ordinate the activities of all youth agencies' (National Youth Policy: 1994: 10). However, the frequent transfers of the Youth Division between ministries have been pointed to as cause for concern. In the five-year period between 1994 and 1998, the Youth Division has changed Ministries at least three times. In 1994 the Youth Division formed part of the Ministry of Local Government, Youth and Sports; in 1995 it was transferred to the Ministry of Education, Youth and Culture; in 1998 it was transferred to the Ministry of Local Government, Youth and Community Development.

In addition, the Youth Division has been inadequately staffed and lacking in other resources. An assessment of the Youth Division conducted in 1997 indicated that the staff of the Division was 'not fully equipped with the technical skills in programme evaluation, project preparation, policy analysis, statistical analysis and research techniques'.[8]
Indeed up to the beginning of 1999 the Division had only four members of staff, as follows:-
- The Director of Youth
- A Youth Development Officer
- A Secretary
- An Administrative staff person

The above seem to indicate deficiencies in the Youth Division, a major element of the enabling environment. It appears that more resources are required to enable the Division to effectively carry out its mandate as stated in the National Youth Policy.

While the focus of this paper is on identifying relevant instruments which can be used to interpret and examine youth rights and interests, and by extension Government's commitment to youth, mention must be made of the role of various non-governmental organisations which work with young people.

---

[8] See Institutional Assessment of the Youth Development Services Division, Ministry of Education, Youth and Culture (January - February 1997). Prepared by Strategic Management & Training Consultants Ltd.

The majority of these organisations for the most part, do not utilise the available international instruments or consensus documents and the recommendations therein, in their work with young people.

It must be acknowledged that commitments made at conventions and conferences are primarily intended for governments. However, the programmes and activities recommended are available for use by any agency - non-governmental organisations, grassroots groups and individuals, and youth organisations - working with youth. They are free to use the recommendations to guide their work, as well as to lobby the government to take the necessary action on commitments made.

A pertinent question which follows from the above, is whether the structures exist for the sharing of such information? Indications are that no established structures exist for the sharing of information from conferences, etc. At the same time, it appears that the non-governmental organisations (NGOs) and community based organisations (CBOs) do not interface with the relevant Government agencies on these issues. Many of these entities, including youth groups, are unaware of what instruments and commitments exist. Thus they are unable to educate their members, or lobby the government or other relevant stakeholders to take appropriate action on commitments made. They must therefore, take some responsibility for inactivity with respect of moving from commitments to the action and implementation stage.

RECOMMENDATIONS

While there does not exist a single document addressing rights of young people, there are a number of instruments and protocols which provide protection of the rights of young people. Some instruments provide protection within the general protection provided to all human beings, others address specific issues relating to the rights of young people. Such instruments are indicative of a nation's commitment to its young people. In the case of Jamaica, commitment via such instruments does exist. Jamaica has signed and ratified at least four human rights conventions/covenants. These conventions aim to preserve the civic, political, social, economic and cultural rights of all human beings, inclusive of youth. Jamaica has also participated in conferences of the Commonwealth Youth Programme, from which certain consensus documents have emanated. In addition Jamaica has developed a National Youth Policy.

It is the opinion of this writer that some attempts have been made to address rights and interests of youth. In addition attempts have been made to honour commitments, and thus move to the implementation level of commitment, as is indicated by the existence of youth development programmes such as the National Youth Service, STEP and HEART.

However, it is also felt that even within the context of the existing situation of significant economic constraints, matters of youth should be given greater priority, particularly on the issue of providing an enabling environment to facilitate action on the part of all stakeholders. Within the context of the existing documents/instruments of commitment, there is adequate room for greater action.

Of course, any actions or plans envisaged must be realistic and cognisant of the economic constraints at the national level. Such action must also be cognisant of the cultural habits of the nation. Here, reference is being made to the commitment regarding the active participation of youth in development issues. Generally, in the Caribbean, there is a history of children and youth not being actively involved in the decision making process, not even at the family level. Where there is involvement of young persons in the decision making process, it represents the exception rather than the rule. It means therefore, that the process of moving commitment to the level of actively involving youth in the planning, implementation and decision-making process, would necessitate careful preparation, nurturing and education of all stakeholders, on the procedures to be followed.

In spite of this, however, action can be taken at various levels which can improve the situation and move from a level of verbal commitment to one of greater action on issues concerning youth. Thus, the following recommendations:-

Specific Recommendations
1.   Strengthen the national youth policy by (a) addressing the omission of a definition of youth, (b) preparing a plan of action plan for implementation of objectives. The re-establishment of the National Youth Policy Advisory Committee could be very useful here. In addition the Youth Division should seek to increase dissemination of the Youth Policy, so that individuals can become aware of its existence and contents.

2.   Take action to strengthen the Youth Division, by increasing both human and financial resources. (See recommendations made in the 1997 assessment conducted by Strategic Management and Training Consultants Ltd.).

3.   Involve young people directly in the development, implementation, and monitoring of youth related sectoral policies and national youth policies. Increase the number of young people sitting on the boards of relevant organisations (JCDC, SDC, NYS).

4.   Educate and promote awareness among young people, of international human rights and other youth-related instruments, and how these relate to their lives. Staff at the Youth Division should secure copies of the various instruments and other consensus documents for the Youth Division's Resource Centre, and for the Youth Information Centre. These could be made available to interested young persons. Explore the possibility of collaborating with Jamaica's Council for Human Rights, to conduct sessions explaining the link between human rights and youth rights with youth groups, students, etc.

5.   Promote, support and strengthen the participation of young people in the design and implementation of peer support programmes. Areas for focus should include improvement of literacy, youth health, conflict resolution and crime prevention, drug abuse, entrepreneurship development. This could be done by providing support to NGOs which currently train young people as peer counsellors in any of the above areas.

6.   Establish structures to facilitate information sharing on matters relating to youth, (conferences attended, level of participation, etc.) with youth organisations, non-governmental and community based organisations working with youth.

At the level of the Youth Division, organise for any youth organisation or representative thereof, to make written and/or oral presentation, on conferences or meetings attended, to the Division and related agencies (SDC, JCDC) of the Ministry of Local Government. Assign specified staff the responsibility to monitor attendance of Jamaican representatives to youth meetings, conferences, etc.; solicit documents on proceedings and disseminate to other youth organisations, government agencies, NGOs and other relevant organisations; despatch documents from youth and youth-related meetings, conferences, etc., attended by government personnel to youth organisations, NGOs working with youth, etc. This would begin the building of a relationship with such organisations, and over time lead to a more structured relationship.

The Youth Division could organise to act as a clearing house and coordinating point to facilitate networking and information sharing among relevant organisations/agencies.

APPENDIX A

International Covenant on Civil and Political Rights

Adopted and opened for signature, ratification and accession by General Assembly resolution 2200A (XXI) of 16 December 1966

entry into force **23 March 1976, in accordance with Article 49**

Preamble

The States Parties to the present Covenant,

Considering that, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Recognizing that these rights derive from the inherent dignity of the human person,

Recognizing that, in accordance with the Universal Declaration of Human Rights, the ideal of free human beings enjoying civil and political freedom and freedom from fear and want can only be achieved if conditions are created whereby everyone may enjoy his civil and political rights, as well as his economic, social and cultural rights,

Considering the obligation of States under the Charter of the United Nations to promote universal respect for, and observance of, human rights and freedoms,

Realizing that the individual, having duties to other individuals and to the community to which he belongs, is under a responsibility to strive for the promotion and observance of the rights recognized in the present Covenant,

Agree upon the following articles:

PART I

Article 1

1. All peoples have the right of self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.

2. All peoples may, for their own ends, freely dispose of their natural wealth and resources without prejudice to any obligations arising out of international economic co-operation, based upon the principle of mutual benefit, and international law. In no case may a people be deprived of its own means of subsistence.

3. The States Parties to the present Covenant, including those having responsibility for the administration of Non-Self-Governing and Trust Territories, shall promote the realization of the right of self-determination, and shall respect that right, in conformity with the provisions of the Charter of the United Nations.

PART II

Article 2

1. Each State Party to the present Covenant undertakes to respect and to ensure to all individuals within its territory and subject to its jurisdiction the rights recognized in the present Covenant, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

2. Where not already provided for by existing legislative or other measures, each State Party to the present Covenant undertakes to take the necessary steps, in accordance with its constitutional processes and with the provisions of the present Covenant, to adopt such laws or other measures as may be necessary to give effect to the rights recognized in the present Covenant.

3. Each State Party to the present Covenant undertakes:

(a) To ensure that any person whose rights or freedoms as herein recognized are violated shall have an effective remedy, notwithstanding that the violation has been committed by persons acting in an official capacity;

(b) To ensure that any person claiming such a remedy shall have his right thereto determined by competent judicial, administrative or legislative authorities, or by any other competent authority provided for by the legal system of the State, and to develop the possibilities of judicial remedy;

(c) To ensure that the competent authorities shall enforce such remedies when granted.

Article 3

The States Parties to the present Covenant undertake to ensure the equal right of men and women to the enjoyment of all civil and political rights set forth in the present Covenant.

Article 4

1 . In time of public emergency which threatens the life of the nation and the existence of which is officially proclaimed, the States Parties to the present Covenant may take measures derogating from their obligations under the present Covenant to the extent strictly required by the exigencies of the situation, provided that such measures are not inconsistent with their other obligations under international law and do not involve discrimination solely on the ground of race, colour, sex, language, religion or social origin.

2. No derogation from articles 6, 7, 8 (paragraphs I and 2), 11, 15, 16 and 18 may be made under this provision.

3. Any State Party to the present Covenant availing itself of the right of derogation shall immediately inform the other States Parties to the present Covenant, through the intermediary of the Secretary-General of the United Nations, of the provisions from which it has derogated and of the reasons by which it was actuated. A further communication shall be made, through the same intermediary, on the date on which it terminates such derogation.

Article 5

1. Nothing in the present Covenant may be interpreted as implying for any State, group or person any right to engage in any activity or perform any act aimed at the destruction of any of the rights and freedoms recognized herein or at their limitation to a greater extent than is provided for in the present Covenant.

2. There shall be no restriction upon or derogation from any of the fundamental human rights recognized or existing in any State Party to the present Covenant pursuant to law, conventions, regulations or custom on the pretext that the present Covenant does not recognize such rights or that it recognizes them to a lesser extent.

PART III

Article 6

1. Every human being has the inherent right to life. This right shall be protected by law. No one shall be arbitrarily deprived of his life.

2. In countries which have not abolished the death penalty, sentence of death may be imposed only for the most serious crimes in accordance with the law in force at the time of the commission of the crime and not contrary to the provisions of the present Covenant and to the Convention on the Prevention and Punishment of the Crime of Genocide. This penalty can only be carried out pursuant to a final judgement rendered by a competent court.

3. When deprivation of life constitutes the crime of genocide, it is understood that nothing in this article shall authorize any State Party to the present Covenant to derogate in any way from any obligation assumed under the provisions of the Convention on the Prevention and Punishment of the Crime of Genocide.

4. Anyone sentenced to death shall have the right to seek pardon or commutation of the sentence. Amnesty, pardon or commutation of the sentence of death may be granted in all cases.

5. Sentence of death shall not be imposed for crimes committed by persons below eighteen years of age and shall not be carried out on pregnant women.

6. Nothing in this article shall be invoked to delay or to prevent the abolition of capital punishment by any State Party to the present Covenant.

Article 7

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment. In particular, no one shall be subjected without his free consent to medical or scientific experimentation.

Article 8

1. No one shall be held in slavery; slavery and the slave-trade in all their forms shall be prohibited.

2. No one shall be held in servitude.

3.

(a) No one shall be required to perform forced or compulsory labour;

(b) Paragraph 3 (a) shall not be held to preclude, in countries where imprisonment with hard labour may be imposed as a punishment for a crime, the performance of hard labour in pursuance of a sentence to such punishment by a competent court;

(c) For the purpose of this paragraph the term "forced or compulsory labour" shall not include:

(i) Any work or service, not referred to in subparagraph (b), normally required of a person who is under detention in consequence of a lawful order of a court, or of a person during conditional release from such detention;

(ii) Any service of a military character and, in countries where conscientious objection is recognized, any national service required by law of conscientious objectors;

(iii) Any service exacted in cases of emergency or calamity threatening the life or well-being of the community;

(iv) Any work or service which forms part of normal civil obligations.

Article 9

1. Everyone has the right to liberty and security of person. No one shall be subjected to arbitrary arrest or detention. No one shall be deprived of his liberty except on such grounds and in accordance with such procedure as are established by law.

2. Anyone who is arrested shall be informed, at the time of arrest, of the reasons for his arrest and shall be promptly informed of any charges against him.

3. Anyone arrested or detained on a criminal charge shall be brought promptly before a judge or other officer authorized by law to exercise judicial power and shall be entitled to trial within a reasonable time or to release. It shall not be the general rule that persons awaiting trial shall be detained in custody, but release may be subject to guarantees to appear for trial, at any other stage of the judicial proceedings, and, should occasion arise, for execution of the judgement.

4. Anyone who is deprived of his liberty by arrest or detention shall be entitled to take proceedings before a court, in order that court may decide without delay on the lawfulness of his detention and order his release if the detention is not lawful.

5. Anyone who has been the victim of unlawful arrest or detention shall have an enforceable right to compensation.

Article 10

1. All persons deprived of their liberty shall be treated with humanity and with respect for the inherent dignity of the human person.

2.

(a) Accused persons shall, save in exceptional circumstances, be segregated from convicted persons and shall be subject to separate treatment appropriate to their status as unconvicted persons;

(b) Accused juvenile persons shall be separated from adults and brought as speedily as possible for adjudication.

3. The penitentiary system shall comprise treatment of prisoners the essential aim of which shall be their reformation and social rehabilitation. Juvenile offenders shall be segregated from adults and be accorded treatment appropriate to their age and legal status.

Article 11

No one shall be imprisoned merely on the ground of inability to fulfil a contractual obligation.

Article 12

1. Everyone lawfully within the territory of a State shall, within that territory, have the right to liberty of movement and freedom to choose his residence.

2. Everyone shall be free to leave any country, including his own.

3. The above-mentioned rights shall not be subject to any restrictions except those which are provided by law, are necessary to protect national security, public order (ordre public), public health or morals or the rights and freedoms of others, and are consistent with the other rights recognized in the present Covenant.

4. No one shall be arbitrarily deprived of the right to enter his own country.

Article 13

An alien lawfully in the territory of a State Party to the present Covenant may be expelled therefrom only in pursuance of a decision reached in accordance with law and shall, except where compelling reasons of national security otherwise require, be allowed to submit the reasons against his expulsion and to have his case reviewed by, and be represented for the purpose before, the competent authority or a person or persons especially designated by the competent authority.

Article 14

1. All persons shall be equal before the courts and tribunals. In the determination of any criminal charge against him, or of his rights and obligations in a suit at law, everyone shall be entitled to a fair and public hearing by a competent, independent and impartial tribunal established by law. The press and the public may be excluded from all or part of a trial for reasons of morals, public order (ordre public) or national security in a democratic society, or when the interest of the private lives of the parties so requires, or to the extent strictly necessary in the opinion of the court in special circumstances where publicity would prejudice the interests of justice; but any judgement rendered in a criminal case or in a suit at law shall be made public except where the interest of juvenile persons otherwise requires or the proceedings concern matrimonial disputes or the guardianship of children.

2. Everyone charged with a criminal offence shall have the right to be presumed innocent until proved guilty according to law.

3. In the determination of any criminal charge against him, everyone shall be entitled to the following minimum guarantees, in full equality:

(a) To be informed promptly and in detail in a language which he understands of the nature and cause of the charge against him;

(b) To have adequate time and facilities for the preparation of his defence and to communicate with counsel of his own choosing;

(c) To be tried without undue delay;

(d) To be tried in his presence, and to defend himself in person or through legal assistance of his own choosing; to be informed, if he does not have legal assistance, of this right; and to have legal assistance assigned to him, in any case where the interests of justice so require, and without payment by him in any such case if he does not have sufficient means to pay for it;

(e) To examine, or have examined, the witnesses against him and to obtain the attendance and examination of witnesses on his behalf under the same conditions as witnesses against him;

(f) To have the free assistance of an interpreter if he cannot understand or speak the language used in court;

(g) Not to be compelled to testify against himself or to confess guilt.

4. In the case of juvenile persons, the procedure shall be such as will take account of their age and the desirability of promoting their rehabilitation.

5. Everyone convicted of a crime shall have the right to his conviction and sentence being reviewed by a higher tribunal according to law.

6. When a person has by a final decision been convicted of a criminal offence and when subsequently his conviction has been reversed or he has been pardoned on the ground that a new or newly discovered fact shows conclusively that there has been a miscarriage of justice, the person who has suffered punishment as a result of such conviction shall be compensated according to law, unless it is proved that the non-disclosure of the unknown fact in time is wholly or partly attributable to him.

7. No one shall be liable to be tried or punished again for an offence for which he has already been finally convicted or acquitted in accordance with the law and penal procedure of each country.

Article 15

1 . No one shall be held guilty of any criminal offence on account of any act or omission which did not constitute a criminal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time when the criminal offence was committed. If, subsequent to the commission of the offence, provision is made by law for the imposition of the lighter penalty, the offender shall benefit thereby.

2. Nothing in this article shall prejudice the trial and punishment of any person for any act or omission which, at the time when it was committed, was criminal according to the general principles of law recognized by the community of nations.

Article 16

Everyone shall have the right to recognition everywhere as a person before the law.

Article 17

1. No one shall be subjected to arbitrary or unlawful interference with his privacy, family, home or correspondence, nor to unlawful attacks on his honour and reputation.

2. Everyone has the right to the protection of the law against such interference or attacks.

Article 18

1. Everyone shall have the right to freedom of thought, conscience and religion. This right shall include freedom to have or to adopt a religion or belief of his choice, and freedom, either individually or in community with others and in public or private, to manifest his religion or belief in worship, observance, practice and teaching.

2. No one shall be subject to coercion which would impair his freedom to have or to adopt a religion or belief of his choice.

3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health, or morals or the fundamental rights and freedoms of others. 4. The States Parties to the present Covenant undertake to have respect for the liberty of parents and, when applicable, legal guardians to ensure the religious and moral education of their children in conformity with their own convictions.

Article 19

1. Everyone shall have the right to hold opinions without interference.

2. Everyone shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of his choice.

3. The exercise of the rights provided for in paragraph 2 of this article carries with it special duties and responsibilities. It may therefore be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:

(a) For respect of the rights or reputations of others;

(b) For the protection of national security or of public order (ordre public), or of public health or morals.

Article 20

1. Any propaganda for war shall be prohibited by law.

2. Any advocacy of national, racial or religious hatred that constitutes incitement to discrimination, hostility or violence shall be prohibited by law.

Article 21

The right of peaceful assembly shall be recognized. No restrictions may be placed on the exercise of this right other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order (ordre public), the protection of public health or morals or the protection of the rights and freedoms of others.

Article 22

1. Everyone shall have the right to freedom of association with others, including the right to form and join trade unions for the protection of his interests.

2. No restrictions may be placed on the exercise of this right other than those which are prescribed by law and which are necessary in a democratic society in the interests of national security or public safety, public order (ordre public), the protection of public health or morals or the protection of the rights and freedoms of others. This article shall not prevent the imposition of lawful restrictions on members of the armed forces and of the police in their exercise of this right.

3. Nothing in this article shall authorize States Parties to the International Labour Organisation Convention of 1948 concerning Freedom of Association and Protection of the Right to Organize to take legislative measures which would prejudice, or to apply the law in such a manner as to prejudice, the guarantees provided for in that Convention.

Article 23

1. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

2. The right of men and women of marriageable age to marry and to found a family shall be recognized.

3. No marriage shall be entered into without the free and full consent of the intending spouses.

4. States Parties to the present Covenant shall take appropriate steps to ensure equality of rights and responsibilities of spouses as to marriage, during marriage and at its dissolution. In the case of dissolution, provision shall be made for the necessary protection of any children.

Article 24

1. Every child shall have, without any discrimination as to race, colour, sex, language, religion, national or social origin, property or birth, the right to such measures of protection as are required by his status as a minor, on the part of his family, society and the State.

2. Every child shall be registered immediately after birth and shall have a name.

3. Every child has the right to acquire a nationality.

Article 25

Every citizen shall have the right and the opportunity, without any of the distinctions mentioned in article 2 and without unreasonable restrictions:

(a) To take part in the conduct of public affairs, directly or through freely chosen representatives;

(b) To vote and to be elected at genuine periodic elections which shall be by universal and equal suffrage and shall be held by secret ballot, guaranteeing the free expression of the will of the electors;

(c) To have access, on general terms of equality, to public service in his country.

Article 26

All persons are equal before the law and are entitled without any discrimination to the equal protection of the law. In this respect, the law shall prohibit any discrimination and guarantee to all persons equal and effective protection against discrimination on any ground such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Article 27

In those States in which ethnic, religious or linguistic minorities exist, persons belonging to such minorities shall not be denied the right, in community with the other members of their group, to enjoy their own culture, to profess and practise their own religion, or to use their own language.

PART IV

Article 28

1. There shall be established a Human Rights Committee (hereafter referred to in the present Covenant as the Committee). It shall consist of eighteen members and shall carry out the functions hereinafter provided.

2. The Committee shall be composed of nationals of the States Parties to the present Covenant who shall be persons of high moral character and recognized competence in the field of human rights, consideration being given to the usefulness of the participation of some persons having legal experience.

3. The members of the Committee shall be elected and shall serve in their personal capacity.

Article 29

1 . The members of the Committee shall be elected by secret ballot from a list of persons possessing the qualifications prescribed in article 28 and nominated for the purpose by the States Parties to the present Covenant.

2. Each State Party to the present Covenant may nominate not more than two persons. These persons shall be nationals of the nominating State.

3. A person shall be eligible for renomination.

Article 30

1. The initial election shall be held no later than six months after the date of the entry into force of the present Covenant.

2. At least four months before the date of each election to the Committee, other than an election to fill a vacancy declared in accordance with article 34, the Secretary-General of the United Nations shall address a written invitation to the States Parties to the present Covenant to submit their nominations for membership of the Committee within three months.

3. The Secretary-General of the United Nations shall prepare a list in alphabetical order of all the persons thus nominated, with an indication of the States Parties which have nominated them, and shall submit it to the States Parties to the present Covenant no later than one month before the date of each election.

4. Elections of the members of the Committee shall be held at a meeting of the States Parties to the present Covenant convened by the Secretary General of the United Nations at the Headquarters of the United Nations. At that meeting, for which two thirds of the States Parties to the present Covenant shall constitute a quorum, the persons elected to the Committee shall be those nominees

who obtain the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting.

Article 31

1. The Committee may not include more than one national of the same State.

2. In the election of the Committee, consideration shall be given to equitable geographical distribution of membership and to the representation of the different forms of civilization and of the principal legal systems.

Article 32

1. The members of the Committee shall be elected for a term of four years. They shall be eligible for re-election if renominated. However, the terms of nine of the members elected at the first election shall expire at the end of two years; immediately after the first election, the names of these nine members shall be chosen by lot by the Chairman of the meeting referred to in article 30, paragraph 4.

2. Elections at the expiry of office shall be held in accordance with the preceding articles of this part of the present Covenant.

Article 33

1. If, in the unanimous opinion of the other members, a member of the Committee has ceased to carry out his functions for any cause other than absence of a temporary character, the Chairman of the Committee shall notify the Secretary-General of the United Nations, who shall then declare the seat of that member to be vacant.

2. In the event of the death or the resignation of a member of the Committee, the Chairman shall immediately notify the Secretary-General of the United Nations, who shall declare the seat vacant from the date of death or the date on which the resignation takes effect.

Article 34

1. When a vacancy is declared in accordance with article 33 and if the term of office of the member to be replaced does not expire within six months of the declaration of the vacancy, the Secretary-General of the United Nations shall notify each of the States Parties to the present Covenant, which may within two months submit nominations in accordance with article 29 for the purpose of filling the vacancy.

2. The Secretary-General of the United Nations shall prepare a list in alphabetical order of the persons thus nominated and shall submit it to the States Parties to the present Covenant. The election to fill

the vacancy shall then take place in accordance with the relevant provisions of this part of the present Covenant.

3. A member of the Committee elected to fill a vacancy declared in accordance with article 33 shall hold office for the remainder of the term of the member who vacated the seat on the Committee under the provisions of that article.

Article 35

The members of the Committee shall, with the approval of the General Assembly of the United Nations, receive emoluments from United Nations resources on such terms and conditions as the General Assembly may decide, having regard to the importance of the Committee's responsibilities.

Article 36

The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under the present Covenant.

Article 37

1. The Secretary-General of the United Nations shall convene the initial meeting of the Committee at the Headquarters of the United Nations.

2. After its initial meeting, the Committee shall meet at such times as shall be provided in its rules of procedure.

3. The Committee shall normally meet at the Headquarters of the United Nations or at the United Nations Office at Geneva.

Article 38

Every member of the Committee shall, before taking up his duties, make a solemn declaration in open committee that he will perform his functions impartially and conscientiously.

Article 39

1. The Committee shall elect its officers for a term of two years. They may be re-elected.

2. The Committee shall establish its own rules of procedure, but these rules shall provide, inter alia, that:

(a) Twelve members shall constitute a quorum;

(b) Decisions of the Committee shall be made by a majority vote of the members present.

Article 40

1. The States Parties to the present Covenant undertake to submit reports on the measures they have adopted which give effect to the rights recognized herein and on the progress made in the enjoyment of those rights:

(a) Within one year of the entry into force of the present Covenant for the States Parties concerned;

(b) Thereafter whenever the Committee so requests.

2. All reports shall be submitted to the Secretary-General of the United Nations, who shall transmit them to the Committee for consideration. Reports shall indicate the factors and difficulties, if any, affecting the implementation of the present Covenant.

3. The Secretary-General of the United Nations may, after consultation with the Committee, transmit to the specialized agencies concerned copies of such parts of the reports as may fall within their field of competence.

4. The Committee shall study the reports submitted by the States Parties to the present Covenant. It shall transmit its reports, and such general comments as it may consider appropriate, to the States Parties. The Committee may also transmit to the Economic and Social Council these comments along with the copies of the reports it has received from States Parties to the present Covenant.

5. The States Parties to the present Covenant may submit to the Committee observations on any comments that may be made in accordance with paragraph 4 of this article.

Article 41

1. A State Party to the present Covenant may at any time declare under this article that it recognizes the competence of the Committee to receive and consider communications to the effect that a State Party claims that another State Party is not fulfilling its obligations under the present Covenant. Communications under this article may be received and considered only if submitted by a State Party which has made a declaration recognizing in regard to itself the competence of the Committee. No communication shall be received by the Committee if it concerns a State Party which has not made such a declaration. Communications received under this article shall be dealt with in accordance with the following procedure:

(a) If a State Party to the present Covenant considers that another State Party is not giving effect to the provisions of the present Covenant, it may, by written communication, bring the matter to the attention of that State Party. Within three months after the receipt of the communication the receiving State shall afford the State which sent the communication an explanation, or any other statement in writing clarifying the matter which should include, to the extent possible and pertinent, reference to domestic procedures and remedies taken, pending, or available in the matter;

(b) If the matter is not adjusted to the satisfaction of both States Parties concerned within six months after the receipt by the receiving State of the initial communication, either State shall have the right to refer the matter to the Committee, by notice given to the Committee and to the other State;

(c) The Committee shall deal with a matter referred to it only after it has ascertained that all available domestic remedies have been invoked and exhausted in the matter, in conformity with the generally recognized principles of international law. This shall not be the rule where the application of the remedies is unreasonably prolonged;

(d) The Committee shall hold closed meetings when examining communications under this article;

(e) Subject to the provisions of subparagraph (c), the Committee shall make available its good offices to the States Parties concerned with a view to a friendly solution of the matter on the basis of respect for human rights and fundamental freedoms as recognized in the present Covenant;

(f) In any matter referred to it, the Committee may call upon the States Parties concerned, referred to in subparagraph (b), to supply any relevant information;

(g) The States Parties concerned, referred to in subparagraph (b), shall have the right to be represented when the matter is being considered in the Committee and to make submissions orally and/or in writing;

(h) The Committee shall, within twelve months after the date of receipt of notice under subparagraph (b), submit a report:

(i) If a solution within the terms of subparagraph (e) is reached, the Committee shall confine its report to a brief statement of the facts and of the solution reached;

(ii) If a solution within the terms of subparagraph (e) is not reached, the Committee shall confine its report to a brief statement of the facts; the written submissions and record of the oral submissions made by the States Parties concerned shall be attached to the report. In every matter, the report shall be communicated to the States Parties concerned.

2. The provisions of this article shall come into force when ten States Parties to the present Covenant have made declarations under paragraph I of this article. Such declarations shall be deposited by the States Parties with the Secretary-General of the United Nations, who shall transmit copies thereof to the other States Parties. A declaration may be withdrawn at any time by notification to the Secretary-General. Such a withdrawal shall not prejudice the consideration of any matter which is the subject of a communication already transmitted under this article; no further communication by any State Party shall be received after the notification of withdrawal of the declaration has been received by the Secretary-General, unless the State Party concerned has made a new declaration.

Article 42

1.

(a) If a matter referred to the Committee in accordance with article 41 is not resolved to the satisfaction of the States Parties concerned, the Committee may, with the prior consent of the States

Parties concerned, appoint an ad hoc Conciliation Commission (hereinafter referred to as the Commission). The good offices of the Commission shall be made available to the States Parties concerned with a view to an amicable solution of the matter on the basis of respect for the present Covenant;

(b) The Commission shall consist of five persons acceptable to the States Parties concerned. If the States Parties concerned fail to reach agreement within three months on all or part of the composition of the Commission, the members of the Commission concerning whom no agreement has been reached shall be elected by secret ballot by a two-thirds majority vote of the Committee from among its members.

2. The members of the Commission shall serve in their personal capacity. They shall not be nationals of the States Parties concerned, or of a State not Party to the present Covenant, or of a State Party which has not made a declaration under article 41.

3. The Commission shall elect its own Chairman and adopt its own rules of procedure.

4. The meetings of the Commission shall normally be held at the Headquarters of the United Nations or at the United Nations Office at Geneva. However, they may be held at such other convenient places as the Commission may determine in consultation with the Secretary-General of the United Nations and the States Parties concerned.

5. The secretariat provided in accordance with article 36 shall also service the commissions appointed under this article.

6. The information received and collated by the Committee shall be made available to the Commission and the Commission may call upon the States Parties concerned to supply any other relevant information.

7. When the Commission has fully considered the matter, but in any event not later than twelve months after having been seized of the matter, it shall submit to the Chairman of the Committee a report for communication to the States Parties concerned:

(a) If the Commission is unable to complete its consideration of the matter within twelve months, it shall confine its report to a brief statement of the status of its consideration of the matter;

(b) If an amicable solution to the matter on tie basis of respect for human rights as recognized in the present Covenant is reached, the Commission shall confine its report to a brief statement of the facts and of the solution reached;

(c) If a solution within the terms of subparagraph (b) is not reached, the Commission's report shall embody its findings on all questions of fact relevant to the issues between the States Parties concerned, and its views on the possibilities of an amicable solution of the matter. This report shall also contain the written submissions and a record of the oral submissions made by the States Parties concerned;

(d) If the Commission's report is submitted under subparagraph (c), the States Parties concerned shall, within three months of the receipt of the report, notify the Chairman of the Committee whether or not they accept the contents of the report of the Commission.

8. The provisions of this article are without prejudice to the responsibilities of the Committee under article 41.

9. The States Parties concerned shall share equally all the expenses of the members of the Commission in accordance with estimates to be provided by the Secretary-General of the United Nations.

10. The Secretary-General of the United Nations shall be empowered to pay the expenses of the members of the Commission, if necessary, before reimbursement by the States Parties concerned, in accordance with paragraph 9 of this article.

Article 43

The members of the Committee, and of the ad hoc conciliation commissions which may be appointed under article 42, shall be entitled to the facilities, privileges and immunities of experts on mission for the United Nations as laid down in the relevant sections of the Convention on the Privileges and Immunities of the United Nations.

Article 44

The provisions for the implementation of the present Covenant shall apply without prejudice to the procedures prescribed in the field of human rights by or under the constituent instruments and the conventions of the United Nations and of the specialized agencies and shall not prevent the States Parties to the present Covenant from having recourse to other procedures for settling a dispute in accordance with general or special international agreements in force between them.

Article 45

The Committee shall submit to the General Assembly of the United Nations, through the Economic and Social Council, an annual report on its activities.

PART V

Article 46

Nothing in the present Covenant shall be interpreted as impairing the provisions of the Charter of the United Nations and of the constitutions of the specialized agencies which define the respective responsibilities of the various organs of the United Nations and of the specialized agencies in regard to the matters dealt with in the present Covenant.

Article 47

Nothing in the present Covenant shall be interpreted as impairing the inherent right of all peoples to enjoy and utilize fully and freely their natural wealth and resources.

PART VI

Article 48

1. The present Covenant is open for signature by any State Member of the United Nations or member of any of its specialized agencies, by any State Party to the Statute of the International Court of Justice, and by any other State which has been invited by the General Assembly of the United Nations to become a Party to the present Covenant.

2. The present Covenant is subject to ratification. Instruments of ratification shall be deposited with the Secretary-General of the United Nations.

3. The present Covenant shall be open to accession by any State referred to in paragraph 1 of this article.

4. Accession shall be effected by the deposit of an instrument of accession with the Secretary-General of the United Nations.

5. The Secretary-General of the United Nations shall inform all States which have signed this Covenant or acceded to it of the deposit of each instrument of ratification or accession.

Article 49

1. The present Covenant shall enter into force three months after the date of the deposit with the Secretary-General of the United Nations of the thirty-fifth instrument of ratification or instrument of accession.

2. For each State ratifying the present Covenant or acceding to it after the deposit of the thirty-fifth instrument of ratification or instrument of accession, the present Covenant shall enter into force three months after the date of the deposit of its own instrument of ratification or instrument of accession.

Article 50

The provisions of the present Covenant shall extend to all parts of federal States without any limitations or exceptions.

Article 51

1. Any State Party to the present Covenant may propose an amendment and file it with the Secretary-General of the United Nations. The Secretary-General of the United Nations shall thereupon communicate any proposed amendments to the States Parties to the present Covenant with a request that they notify him whether they favour a conference of States Parties for the purpose of considering and voting upon the proposals. In the event that at least one third of the States Parties favours such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any amendment adopted by a majority of the States Parties present and voting at the conference shall be submitted to the General Assembly of the United Nations for approval.

2. Amendments shall come into force when they have been approved by the General Assembly of the United Nations and accepted by a two-thirds majority of the States Parties to the present Covenant in accordance with their respective constitutional processes. 3. When amendments come into force, they shall be binding on those States Parties which have accepted them, other States Parties still being bound by the provisions of the present Covenant and any earlier amendment which they have accepted.

Article 52

Irrespective of the notifications made under article 48, paragraph 5, the Secretary-General of the United Nations shall inform all States referred to in paragraph I of the same article of the following particulars:

(a) Signatures, ratifications and accessions under article 48;

(b) The date of the entry into force of the present Covenant under article 49 and the date of the entry into force of any amendments under article 51.

Article 53

1. The present Covenant, of which the Chinese, English, French, Russian and Spanish texts are equally authentic, shall be deposited in the archives of the United Nations.

2. The Secretary-General of the United Nations shall transmit certified copies of the present Covenant to all States referred to in article 48.

APPENDIX B

International Covenant on Economic, Social and Cultural Rights

Adopted and opened for signature, ratification and accession by General Assembly

resolution 2200A (XXI) of 16 December 1966

entry into force **3 January 1976, in accordance with article 27**

Preamble

The States Parties to the present Covenant,

Considering that, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Recognizing that these rights derive from the inherent dignity of the human person,

Recognizing that, in accordance with the Universal Declaration of Human Rights, the ideal of free human beings enjoying freedom from fear and want can only be achieved if conditions are created whereby everyone may enjoy his economic, social and cultural rights, as well as his civil and political rights,

Considering the obligation of States under the Charter of the United Nations to promote universal respect for, and observance of, human rights and freedoms,

Realizing that the individual, having duties to other individuals and to the community to which he belongs, is under a responsibility to strive for the promotion and observance of the rights recognized in the present Covenant,

Agree upon the following articles:

PART I

Article 1

1. All peoples have the right of self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.

2. All peoples may, for their own ends, freely dispose of their natural wealth and resources without prejudice to any obligations arising out of international economic co-operation, based upon the principle of mutual benefit, and international law. In no case may a people be

deprived of its own means of subsistence.

3. The States Parties to the present Covenant, including those having responsibility for the administration of Non-Self-Governing and Trust Territories, shall promote the realization of the right of self-determination, and shall respect that right, in conformity with the provisions of the Charter of the United Nations.

PART II

Article 2

1. Each State Party to the present Covenant undertakes to take steps, individually and through international assistance and co-operation, especially economic and technical, to the maximum of its available resources, with a view to achieving progressively the full realization of the rights recognized in the present Covenant by all appropriate means, including particularly the adoption of legislative measures.

2. The States Parties to the present Covenant undertake to guarantee that the rights enunciated in the present Covenant will be exercised without discrimination of any kind as to race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

3. Developing countries, with due regard to human rights and their national economy, may determine to what extent they would guarantee the economic rights recognized in the present Covenant to non-nationals.

Article 3

The States Parties to the present Covenant undertake to ensure the equal right of men and women to the enjoyment of all economic, social and cultural rights set forth in the present Covenant.

Article 4

The States Parties to the present Covenant recognize that, in the enjoyment of those rights provided by the State in conformity with the present Covenant, the State may subject such rights only to such limitations as are determined by law only in so far as this may be compatible with the nature of these rights and solely for the purpose of promoting the general welfare in a democratic society.

Article 5

1. Nothing in the present Covenant may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights or freedoms recognized herein, or at their limitation to a greater extent than is provided for in the present Covenant.

2. No restriction upon or derogation from any of the fundamental human rights recognized or existing in any country in virtue of law, conventions, regulations or custom shall be admitted on the pretext that the present Covenant does not recognize such rights or that it recognizes them to a lesser extent.

PART III

Article 6

1. The States Parties to the present Covenant recognize the right to work, which includes the right of everyone to the opportunity to gain his living by work which he freely chooses or accepts, and will take appropriate steps to safeguard this right.

2. The steps to be taken by a State Party to the present Covenant to achieve the full realization of this right shall include technical and vocational guidance and training programmes, policies and techniques to achieve steady economic, social and cultural development and full and productive employment under conditions safeguarding fundamental political and economic freedoms to the individual.

Article 7

The States Parties to the present Covenant recognize the right of everyone to the enjoyment of just and favourable conditions of work which ensure, in particular:

(a) Remuneration which provides all workers, as a minimum, with:

(i) Fair wages and equal remuneration for work of equal value without distinction of any kind, in particular women being guaranteed conditions of work not inferior to those enjoyed by men, with equal pay for equal work;

(ii) A decent living for themselves and their families in accordance with the provisions of the present Covenant;

(b) Safe and healthy working conditions;

(c) Equal opportunity for everyone to be promoted in his employment to an appropriate higher level, subject to no considerations other than those of seniority and competence;

(d) Rest, leisure and reasonable limitation of working hours and periodic holidays with pay, as well as remuneration for public holidays

Article 8

1. The States Parties to the present Covenant undertake to ensure:

(a) The right of everyone to form trade unions and join the trade union of his choice, subject only to the rules of the organization concerned, for the promotion and protection of his economic and social interests. No restrictions may be placed on the exercise of this right other than those prescribed by law and which are necessary in a democratic society in the interests of national security or public order or for the protection of the rights and freedoms of others;

(b) The right of trade unions to establish national federations or confederations and the right of the latter to form or join international trade-union organizations;

(c) The right of trade unions to function freely subject to no limitations other than those prescribed by law and which are necessary in a democratic society in the interests of national security or public order or for the protection of the rights and freedoms of others;

(d) The right to strike, provided that it is exercised in conformity with the laws of the particular country.

2. This article shall not prevent the imposition of lawful restrictions on the exercise of these rights by members of the armed forces or of the police or of the administration of the State.

3. Nothing in this article shall authorize States Parties to the International Labour Organisation Convention of 1948 concerning Freedom of Association and Protection of the Right to Organize to take legislative measures which would prejudice, or apply the law in such a manner as would prejudice, the guarantees provided for in that Convention.

Article 9

The States Parties to the present Covenant recognize the right of everyone to social security, including social insurance.

Article 10

The States Parties to the present Covenant recognize that:

1. The widest possible protection and assistance should be accorded to the family, which is the natural and fundamental group unit of society, particularly for its establishment and while it is responsible for the care and education of dependent children. Marriage must be entered into with the free consent of the intending spouses.

2. Special protection should be accorded to mothers during a reasonable period before and after childbirth. During such period working mothers should be accorded paid leave or leave with adequate social security benefits.

3. Special measures of protection and assistance should be taken on behalf of all children and young persons without any discrimination for reasons of parentage or other conditions. Children and young persons should be protected from economic and social exploitation. Their employment in work harmful to their morals or health or dangerous to life or likely to hamper their normal development should be punishable by law. States should also set age limits below which the paid employment of child labour should be prohibited and punishable by law.

Article 11

1. The States Parties to the present Covenant recognize the right of everyone to an adequate standard of living for himself and his family, including adequate food, clothing and housing, and to the continuous improvement of living conditions. The States Parties will take appropriate steps to ensure the realization of this right, recognizing to this effect the essential importance of international co-operation based on free consent.

2. The States Parties to the present Covenant, recognizing the fundamental right of everyone to be free from hunger, shall take, individually and through international co-operation, the measures, including specific programmes, which are needed:

(a) To improve methods of production, conservation and distribution of food by making full use of technical and scientific knowledge, by disseminating knowledge of the principles of nutrition and by developing or reforming agrarian systems in such a way as to achieve the most efficient development and utilization of natural resources;

(b) Taking into account the problems of both food-importing and food-exporting countries, to ensure an equitable distribution of world food supplies in relation to need.

Article 12

1. The States Parties to the present Covenant recognize the right of everyone to the enjoyment of the highest attainable standard of physical and mental health.

2. The steps to be taken by the States Parties to the present Covenant to achieve the full realization of this right shall include those necessary for:

(a) The provision for the reduction of the stillbirth-rate and of infant mortality and for the healthy development of the child;

(b) The improvement of all aspects of environmental and industrial hygiene;

(c) The prevention, treatment and control of epidemic, endemic, occupational and other diseases;

(d) The creation of conditions which would assure to all medical service and medical attention in the event of sickness.

Article 13

1. The States Parties to the present Covenant recognize the right of everyone to education. They agree that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. They further agree that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace.

2. The States Parties to the present Covenant recognize that, with a view to achieving the full realization of this right:

(a) Primary education shall be compulsory and available free to all;

(b) Secondary education in its different forms, including technical and vocational secondary education, shall be made generally available and accessible to all by every appropriate means, and in particular by the progressive introduction of free education;

(c) Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education;

(d) Fundamental education shall be encouraged or intensified as far as possible for those persons who have not received or completed the whole period of their primary education;

(e) The development of a system of schools at all levels shall be actively pursued, an adequate fellowship system shall be established, and the material conditions of teaching staff shall be continuously improved.

3. The States Parties to the present Covenant undertake to have respect for the liberty of parents and, when applicable, legal guardians to choose for their children schools, other than those established by the public authorities, which conform to such minimum educational standards as may be laid down or approved by the State and to ensure the religious and moral education of their children in conformity with their own convictions.

4. No part of this article shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principles set forth in paragraph I of this article and to the requirement that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

Article 14

Each State Party to the present Covenant which, at the time of becoming a Party, has not been able to secure in its metropolitan territory or other territories under its jurisdiction compulsory primary education, free of charge, undertakes, within two years, to work out and adopt a detailed plan of action for the progressive implementation, within a reasonable

number of years, to be fixed in the plan, of the principle of compulsory education free of charge for all.

Article 15

1. The States Parties to the present Covenant recognize the right of everyone:

(a) To take part in cultural life;

(b) To enjoy the benefits of scientific progress and its applications;

(c) To benefit from the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

2. The steps to be taken by the States Parties to the present Covenant to achieve the full realization of this right shall include those necessary for the conservation, the development and the diffusion of science and culture.

3. The States Parties to the present Covenant undertake to respect the freedom indispensable for scientific research and creative activity.

4. The States Parties to the present Covenant recognize the benefits to be derived from the encouragement and development of international contacts and co-operation in the scientific and cultural fields.

PART IV

Article 16

1. The States Parties to the present Covenant undertake to submit in conformity with this part of the Covenant reports on the measures which they have adopted and the progress made in achieving the observance of the rights recognized herein.

2.

(a) All reports shall be submitted to the Secretary-General of the United Nations, who shall transmit copies to the Economic and Social Council for consideration in accordance with the provisions of the present Covenant;

(b) The Secretary-General of the United Nations shall also transmit to the specialized agencies copies of the reports, or any relevant parts therefrom, from States Parties to the present Covenant which are also members of these specialized agencies in so far as these reports, or parts therefrom, relate to any matters which fall within the responsibilities of the said agencies in accordance with their constitutional instruments.

Article 17

1. The States Parties to the present Covenant shall furnish their reports in stages, in accordance with a programme to be established by the Economic and Social Council within one year of the entry into force of the present Covenant after consultation with the States Parties and the specialized agencies concerned.

2. Reports may indicate factors and difficulties affecting the degree of fulfilment of obligations under the present Covenant.

3. Where relevant information has previously been furnished to the United Nations or to any specialized agency by any State Party to the present Covenant, it will not be necessary to reproduce that information, but a precise reference to the information so furnished will suffice.

Article 18

Pursuant to its responsibilities under the Charter of the United Nations in the field of human rights and fundamental freedoms, the Economic and Social Council may make arrangements with the specialized agencies in respect of their reporting to it on the progress made in achieving the observance of the provisions of the present Covenant falling within the scope of their activities. These reports may include particulars of decisions and recommendations on such implementation adopted by their competent organs.

Article 19

The Economic and Social Council may transmit to the Commission on Human Rights for study and general recommendation or, as appropriate, for information the reports concerning human rights submitted by States in accordance with articles 16 and 17, and those concerning human rights submitted by the specialized agencies in accordance with article 18.

Article 20

The States Parties to the present Covenant and the specialized agencies concerned may submit comments to the Economic and Social Council on any general recommendation under article 19 or reference to such general recommendation in any report of the Commission on Human Rights or any documentation referred to therein.

Article 21

The Economic and Social Council may submit from time to time to the General Assembly reports with recommendations of a general nature and a summary of the information received from the States Parties to the present Covenant and the specialized agencies on the measures

taken and the progress made in achieving general observance of the rights recognized in the present Covenant.

Article 22

The Economic and Social Council may bring to the attention of other organs of the United Nations, their subsidiary organs and specialized agencies concerned with furnishing technical assistance any matters arising out of the reports referred to in this part of the present Covenant which may assist such bodies in deciding, each within its field of competence, on the advisability of international measures likely to contribute to the effective progressive implementation of the present Covenant.

Article 23

The States Parties to the present Covenant agree that international action for the achievement of the rights recognized in the present Covenant includes such methods as the conclusion of conventions, the adoption of recommendations, the furnishing of technical assistance and the holding of regional meetings and technical meetings for the purpose of consultation and study organized in conjunction with the Governments concerned.

Article 24

Nothing in the present Covenant shall be interpreted as impairing the provisions of the Charter of the United Nations and of the constitutions of the specialized agencies which define the respective responsibilities of the various organs of the United Nations and of the specialized agencies in regard to the matters dealt with in the present Covenant.

Article 25

Nothing in the present Covenant shall be interpreted as impairing the inherent right of all peoples to enjoy and utilize fully and freely their natural wealth and resources.

PART V

Article 26

1. The present Covenant is open for signature by any State Member of the United Nations or member of any of its specialized agencies, by any State Party to the Statute of the International Court of Justice, and by any other State which has been invited by the General Assembly of the United Nations to become a party to the present Covenant.

2. The present Covenant is subject to ratification. Instruments of ratification shall be deposited with the Secretary-General of the United Nations.

3. The present Covenant shall be open to accession by any State referred to in paragraph 1 of this article.

4. Accession shall be effected by the deposit of an instrument of accession with the Secretary-General of the United Nations.

5. The Secretary-General of the United Nations shall inform all States which have signed the present Covenant or acceded to it of the deposit of each instrument of ratification or accession.

Article 27

1. The present Covenant shall enter into force three months after the date of the deposit with the Secretary-General of the United Nations of the thirty-fifth instrument of ratification or instrument of accession.

2. For each State ratifying the present Covenant or acceding to it after the deposit of the thirty-fifth instrument of ratification or instrument of accession, the present Covenant shall enter into force three months after the date of the deposit of its own instrument of ratification or instrument of accession.

Article 28

The provisions of the present Covenant shall extend to all parts of federal States without any limitations or exceptions.

Article 29

1. Any State Party to the present Covenant may propose an amendment and file it with the Secretary-General of the United Nations. The Secretary-General shall thereupon communicate any proposed amendments to the States Parties to the present Covenant with a request that they notify him whether they favour a conference of States Parties for the purpose of considering and voting upon the proposals. In the event that at least one third of the States Parties favours such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any amendment adopted by a majority of the States Parties present and voting at the conference shall be submitted to the General Assembly of the United Nations for approval.

2. Amendments shall come into force when they have been approved by the General Assembly of the United Nations and accepted by a two-thirds majority of the States Parties to the present Covenant in accordance with their respective constitutional processes.

3. When amendments come into force they shall be binding on those States Parties which have accepted them, other States Parties still being bound by the provisions of the present Covenant and any earlier amendment which they have accepted.

Article 30

Irrespective of the notifications made under article 26, paragraph 5, the Secretary-General of the United Nations shall inform all States referred to in paragraph I of the same article of the following particulars:

(a) Signatures, ratifications and accessions under article 26;

(b) The date of the entry into force of the present Covenant under article 27 and the date of the entry into force of any amendments under article 29.

Article 31

1. The present Covenant, of which the Chinese, English, French, Russian and Spanish texts are equally authentic, shall be deposited in the archives of the United Nations.

2. The Secretary-General of the United Nations shall transmit certified copies of the present Covenant to all States referred to in article 26.

APPENDIX C

Convention on the Elimination of All Forms of Discrimination against Women

Adopted and opened for signature, ratification and accession by General Assembly resolution 34/180 of 18 December 1979

entry into force **3 September 1981, in accordance with article 27(1)**

The States Parties to the present Convention,

Noting that the Charter of the United Nations reaffirms faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women,

Noting that the Universal Declaration of Human Rights affirms the principle of the inadmissibility of discrimination and proclaims that all human beings are born free and equal in dignity and rights and that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, including distinction based on sex,

Noting that the States Parties to the International Covenants on Human Rights have the obligation to ensure the equal rights of men and women to enjoy all economic, social, cultural, civil and political rights,

Considering the international conventions concluded under the auspices of the United Nations and the specialized agencies promoting equality of rights of men and women,

Noting also the resolutions, declarations and recommendations adopted by the United Nations and the specialized agencies promoting equality of rights of men and women,

Concerned, however, that despite these various instruments extensive discrimination against women continues to exist,

Recalling that discrimination against women violates the principles of equality of rights and respect for human dignity, is an obstacle to the participation of women, on equal terms with men, in the political, social, economic and cultural life of their countries, hampers the growth of the prosperity of society and the family and makes more difficult the full development of the potentialities of women in the service of their countries and of humanity,

Concerned that in situations of poverty women have the least access to food, health, education, training and opportunities for employment and other needs,

Convinced that the establishment of the new international economic order based on equity and justice will contribute significantly towards the promotion of equality between men and women,

Emphasizing that the eradication of apartheid, all forms of racism, racial discrimination, colonialism, neo-colonialism, aggression, foreign occupation and domination and interference in the internal affairs of States is essential to the full enjoyment of the rights of men and women,

Affirming that the strengthening of international peace and security, the relaxation of international tension, mutual co-operation among all States irrespective of their social and economic systems, general and complete disarmament, in particular nuclear disarmament under strict and effective international control, the affirmation of the principles of justice, equality and mutual benefit in relations among countries and the realization of the right of peoples under alien and colonial domination and foreign occupation to self-determination and independence, as well as respect for national sovereignty and territorial integrity, will promote social progress and development and as a consequence will contribute to the attainment of full equality between men and women,

Convinced that the full and complete development of a country, the welfare of the world and the cause of peace require the maximum participation of women on equal terms with men in all fields,

Bearing in mind the great contribution of women to the welfare of the family and to the development of society, so far not fully recognized, the social significance of maternity and the role of both parents in the family and in the upbringing of children, and aware that the role of women in procreation should not be a basis for discrimination but that the upbringing of children requires a sharing of responsibility between men and women and society as a whole,

Aware that a change in the traditional role of men as well as the role of women in society and in the family is needed to achieve full equality between men and women,

Determined to implement the principles set forth in the Declaration on the Elimination of Discrimination against Women and, for that purpose, to adopt the measures required for the elimination of such discrimination in all its forms and manifestations,

Have agreed on the following:

PART I

Article I

For the purposes of the present Convention, the term "discrimination against women" shall mean any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.

Article 2

States Parties condemn discrimination against women in all its forms, agree to pursue by all appropriate means and without delay a policy of eliminating discrimination against women and, to this end, undertake:

(a) To embody the principle of the equality of men and women in their national constitutions or other appropriate legislation if not yet incorporated therein and to ensure, through law and other appropriate means, the practical realization of this principle;

(b) To adopt appropriate legislative and other measures, including sanctions where appropriate, prohibiting all discrimination against women;

(c) To establish legal protection of the rights of women on an equal basis with men and to ensure through competent national tribunals and other public institutions the effective protection of women against any act of discrimination;

(d) To refrain from engaging in any act or practice of discrimination against women and to ensure that public authorities and institutions shall act in conformity with this obligation;

(e) To take all appropriate measures to eliminate discrimination against women by any person, organization or enterprise;

(f) To take all appropriate measures, including legislation, to modify or abolish existing laws, regulations, customs and practices which constitute discrimination against women;

(g) To repeal all national penal provisions which constitute discrimination against women.

Article 3

States Parties shall take in all fields, in particular in the political, social, economic and cultural fields, all appropriate measures, including legislation, to en sure the full development and advancement of women , for the purpose of guaranteeing them the exercise and enjoyment of human rights and fundamental freedoms on a basis of equality with men.

Article 4

1. Adoption by States Parties of temporary special measures aimed at accelerating de facto equality between men and women shall not be considered discrimination as defined in the present Convention, but shall in no way entail as a consequence the maintenance of unequal or separate standards; these measures shall be discontinued when the objectives of equality of opportunity and treatment have been achieved.

2. Adoption by States Parties of special measures, including those measures contained in the present Convention, aimed at protecting maternity shall not be considered discriminatory.

Article 5

States Parties shall take all appropriate measures:

(a) To modify the social and cultural patterns of conduct of men and women, with a view to achieving the elimination of prejudices and customary and all other practices which are based on the idea of the inferiority or the superiority of either of the sexes or on stereotyped roles for men and women;

(b) To ensure that family education includes a proper understanding of maternity as a social function and the recognition of the common responsibility of men and women in the upbringing and development of their children, it being understood that the interest of the children is the primordial consideration in all cases.

Article 6

States Parties shall take all appropriate measures, including legislation, to suppress all forms of traffic in women and exploitation of prostitution of women.

PART II

Article 7

States Parties shall take all appropriate measures to eliminate discrimination against women in the political and public life of the country and, in particular, shall ensure to women, on equal terms with men, the right:

(a) To vote in all elections and public referenda and to be eligible for election to all publicly elected bodies;

(b) To participate in the formulation of government policy and the implementation thereof and to hold public office and perform all public functions at all levels of government;

(c) To participate in non-governmental organizations and associations concerned with the public and political life of the country.

Article 8

States Parties shall take all appropriate measures to ensure to women, on equal terms with men and without any discrimination, the opportunity to represent their Governments at the international level and to participate in the work of international organizations.

Article 9

1. States Parties shall grant women equal rights with men to acquire, change or retain their nationality. They shall ensure in particular that neither marriage to an alien nor change of nationality by the husband during marriage shall automatically change the nationality of the wife, render her stateless or force upon her the nationality of the husband.

2. States Parties shall grant women equal rights with men with respect to the nationality of their children.

PART III

Article 10

States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women:

(a) The same conditions for career and vocational guidance, for access to studies and for the achievement of diplomas in educational establishments of all categories in rural as well as in urban areas; this equality shall be ensured in pre-school, general, technical, professional and higher technical education, as well as in all types of vocational training;

(b) Access to the same curricula, the same examinations, teaching staff with qualifications of the same standard and school premises and equipment of the same quality;

(c) The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods;

(d) The same opportunities to benefit from scholarships and other study grants;

(e) The same opportunities for access to programmes of continuing education, including adult and functional literacy programmes, particulary those aimed at reducing, at the earliest possible time, any gap in education existing between men and women;

(f) The reduction of female student drop-out rates and the organization of programmes for girls and women who have left school prematurely;

(g) The same Opportunities to participate actively in sports and physical education;

(h) Access to specific educational information to help to ensure the health and well-being of families, including information and advice on family planning.

Article 11

1. States Parties shall take all appropriate measures to eliminate discrimination against women in the field of employment in order to ensure, on a basis of equality of men and women, the same rights, in particular:

(a) The right to work as an inalienable right of all human beings;

(b) The right to the same employment opportunities, including the application of the same criteria for selection in matters of employment;

(c) The right to free choice of profession and employment, the right to promotion, job security and all benefits and conditions of service and the right to receive vocational training and retraining, including apprenticeships, advanced vocational training and recurrent training;

(d) The right to equal remuneration, including benefits, and to equal treatment in respect of work of equal value, as well as equality of treatment in the evaluation of the quality of work;

(e) The right to social security, particularly in cases of retirement, unemployment, sickness, invalidity and old age and other incapacity to work, as well as the right to paid leave;

(f) The right to protection of health and to safety in working conditions, including the safeguarding of the function of reproduction.

2. In order to prevent discrimination against women on the grounds of marriage or maternity and to ensure their effective right to work, States Parties shall take appropriate measures:

(a) To prohibit, subject to the imposition of sanctions, dismissal on the grounds of pregnancy or of maternity leave and discrimination in dismissals on the basis of marital status;

(b) To introduce maternity leave with pay or with comparable social benefits without loss of former employment, seniority or social allowances;

(c) To encourage the provision of the necessary supporting social services to enable parents to combine family obligations with work responsibilities and participation in public life, in particular through promoting the establishment and development of a network of child-care facilities;

(d) To provide special protection to women during pregnancy in types of work proved to be harmful to them.

3. Protective legislation relating to matters covered in this article shall be reviewed periodically in the light of scientific and technological knowledge and shall be revised, repealed or extended as necessary.

Article 12

1. States Parties shall take all appropriate measures to eliminate discrimination against women in the field of health care in order to ensure, on a basis of equality of men and women, access to health care services, including those related to family planning.

2. Notwithstanding the provisions of paragraph I of this article, States Parties shall ensure to women appropriate services in connection with pregnancy, confinement and the post-natal period, granting free services where necessary, as well as adequate nutrition during pregnancy and lactation.

Article 13

States Parties shall take all appropriate measures to eliminate discrimination against women in other areas of economic and social life in order to ensure, on a basis of equality of men and women, the same rights, in particular:

(a) The right to family benefits;

(b) The right to bank loans, mortgages and other forms of financial credit;

(c) The right to participate in recreational activities, sports and all aspects of cultural life.

Article 14

1. States Parties shall take into account the particular problems faced by rural women and the significant roles which rural women play in the economic survival of their families, including their work in the non-monetized sectors of the economy, and shall take all appropriate measures to ensure the application of the provisions of the present Convention to women in rural areas.

2. States Parties shall take all appropriate measures to eliminate discrimination against women in rural areas in order to ensure, on a basis of equality of men and women, that they participate in and benefit from rural development and, in particular, shall ensure to such women the right:

(a) To participate in the elaboration and implementation of development planning at all levels;

(b) To have access to adequate health care facilities, including information, counselling and services in family planning;

(c) To benefit directly from social security programmes;

(d) To obtain all types of training and education, formal and non-formal, including that relating to functional literacy, as well as, inter alia, the benefit of all community and extension services, in order to increase their technical proficiency;

(e) To organize self-help groups and co-operatives in order to obtain equal access to economic opportunities through employment or self employment;

(f) To participate in all community activities;

(g) To have access to agricultural credit and loans, marketing facilities, appropriate technology and equal treatment in land and agrarian reform as well as in land resettlement schemes;

(h) To enjoy adequate living conditions, particularly in relation to housing, sanitation, electricity and water supply, transport and communications.

PART IV

Article 15

1. States Parties shall accord to women equality with men before the law.

2. States Parties shall accord to women, in civil matters, a legal capacity identical to that of men and the same opportunities to exercise that capacity. In particular, they shall give women equal rights to conclude contracts and to administer property and shall treat them equally in all stages of procedure in courts and tribunals.

3. States Parties agree that all contracts and all other private instruments of any kind with a legal effect which is directed at restricting the legal capacity of women shall be deemed null and void.

4. States Parties shall accord to men and women the same rights with regard to the law relating to the movement of persons and the freedom to choose their residence and domicile.

Article 16

1. States Parties shall take all appropriate measures to eliminate discrimination against women in all matters relating to marriage and family relations and in particular shall ensure, on a basis of equality of men and women:

(a) The same right to enter into marriage;

(b) The same right freely to choose a spouse and to enter into marriage only with their free and full consent;

(c) The same rights and responsibilities during marriage and at its dissolution;

(d) The same rights and responsibilities as parents, irrespective of their marital status, in matters relating to their children; in all cases the interests of the children shall be paramount;

(e) The same rights to decide freely and responsibly on the number and spacing of their children and to have access to the information, education and means to enable them to exercise these rights;

(f) The same rights and responsibilities with regard to guardianship, wardship, trusteeship and adoption of children, or similar institutions where these concepts exist in national legislation; in all cases the interests of the children shall be paramount;

(g) The same personal rights as husband and wife, including the right to choose a family name, a profession and an occupation;

(h) The same rights for both spouses in respect of the ownership, acquisition, management, administration, enjoyment and disposition of property, whether free of charge or for a valuable consideration.

2. The betrothal and the marriage of a child shall have no legal effect, and all necessary action, including legislation, shall be taken to specify a minimum age for marriage and to make the registration of marriages in an official registry compulsory.

PART V

Article 17

1. For the purpose of considering the progress made in the implementation of the present Convention, there shall be established a Committee on the Elimination of Discrimination against Women (hereinafter referred to as the Committee) consisting, at the time of entry into force of the Convention, of eighteen and, after ratification of or accession to the Convention by the thirty-fifth State Party, of twenty-three experts of high moral standing and competence in the field covered by the Convention. The experts shall be elected by States Parties from among their nationals and shall serve in their personal capacity, consideration being given to equitable geographical distribution and to the representation of the different forms of civilization as well as the principal legal systems.

2. The members of the Committee shall be elected by secret ballot from a list of persons nominated by States Parties. Each State Party may nominate one person from among its own nationals.

3. The initial election shall be held six months after the date of the entry into force of the present Convention. At least three months before the date of each election the Secretary-General of the United Nations shall address a letter to the States Parties inviting them to submit their nominations within two months. The Secretary-General shall prepare a list in alphabetical order of all persons thus nominated, indicating the States Parties which

have nominated them, and shall submit it to the States Parties.

4. Elections of the members of the Committee shall be held at a meeting of States Parties convened by the Secretary-General at United Nations Headquarters. At that meeting, for which two thirds of the States Parties shall constitute a quorum, the persons elected to the Committee shall be those nominees who obtain the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting.

5. The members of the Committee shall be elected for a term of four years. However, the terms of nine of the members elected at the first election shall expire at the end of two years; immediately after the first election the names of these nine members shall be chosen by lot by the Chairman of the Committee.

6. The election of the five additional members of the Committee shall be held in accordance with the provisions of paragraphs 2, 3 and 4 of this article, following the thirty-fifth ratification or accession. The terms of two of the additional members elected on this occasion shall expire at the end of two years, the names of these two members having been chosen by lot by the Chairman of the Committee.

7. For the filling of casual vacancies, the State Party whose expert has ceased to function as a member of the Committee shall appoint another expert from among its nationals, subject to the approval of the Committee.

8. The members of the Committee shall, with the approval of the General Assembly, receive emoluments from United Nations resources on such terms and conditions as the Assembly may decide, having regard to the importance of the Committee's responsibilities.

9. The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under the present Convention.

Article 18

1. States Parties undertake to submit to the Secretary-General of the United Nations, for consideration by the Committee, a report on the legislative, judicial, administrative or other measures which they have adopted to give effect to the provisions of the present Convention and on the progress made in this respect:

(a) Within one year after the entry into force for the State concerned;

(b) Thereafter at least every four years and further whenever the Committee so requests.

2. Reports may indicate factors and difficulties affecting the degree of fulfilment of obligations under the present Convention.

Article 19

1. The Committee shall adopt its own rules of procedure.

2. The Committee shall elect its officers for a term of two years.

Article 20

1. The Committee shall normally meet for a period of not more than two weeks annually in order to consider the reports submitted in accordance with article 18 of the present Convention.

2. The meetings of the Committee shall normally be held at United Nations Headquarters or at any other convenient place as determined by the Committee.

Article 21

1. The Committee shall, through the Economic and Social Council, report annually to the General Assembly of the United Nations on its activities and may make suggestions and general recommendations based on the examination of reports and information received from the States Parties. Such suggestions and general recommendations shall be included in the report of the Committee together with comments, if any, from States Parties.

2. The Secretary-General of the United Nations shall transmit the reports of the Committee to the Commission on the Status of Women for its information.

Article 22

The specialized agencies shall be entitled to be represented at the consideration of the implementation of such provisions of the present Convention as fall within the scope of their activities. The Committee may invite the specialized agencies to submit reports on the implementation of the Convention in areas falling within the scope of their activities.

PART VI

Article 23

Nothing in the present Convention shall affect any provisions that are more conducive to the achievement of equality between men and women which may be contained:

(a) In the legislation of a State Party; or

(b) In any other international convention, treaty or agreement in force for that State.

Article 24

States Parties undertake to adopt all necessary measures at the national level aimed at achieving the full realization of the rights recognized in the present Convention.

Article 25

1. The present Convention shall be open for signature by all States.

2. The Secretary-General of the United Nations is designated as the depositary of the present Convention.

3. The present Convention is subject to ratification. Instruments of ratification shall be deposited with the Secretary-General of the United Nations.

4. The present Convention shall be open to accession by all States. Accession shall be effected by the deposit of an instrument of accession with the Secretary-General of the United Nations.

Article 26

1. A request for the revision of the present Convention may be made at any time by any State Party by means of a notification in writing addressed to the Secretary-General of the United Nations.

2. The General Assembly of the United Nations shall decide upon the steps, if any, to be taken in respect of such a request.

Article 27

1. The present Convention shall enter into force on the thirtieth day after the date of deposit with the Secretary-General of the United Nations of the twentieth instrument of ratification or accession.

2. For each State ratifying the present Convention or acceding to it after the deposit of the twentieth instrument of ratification or accession, the Convention shall enter into force on the thirtieth day after the date of the deposit of its own instrument of ratification or accession.

Article 28

1. The Secretary-General of the United Nations shall receive and circulate to all States the text of reservations made by States at the time of ratification or accession.

2. A reservation incompatible with the object and purpose of the present Convention shall not be permitted.

3. Reservations may be withdrawn at any time by notification to this effect addressed to the Secretary-General of the United Nations, who shall then inform all States thereof. Such notification shall take effect on the date on which it is received.

Article 29

1. Any dispute between two or more States Parties concerning the interpretation or application of the present Convention which is not settled by negotiation shall, at the request of one of them, be submitted to arbitration. If within six months from the date of the request for arbitration the parties are unable to agree on the organization of the arbitration, any one of those parties may refer the dispute to the International Court of Justice by request in conformity with the Statute of the Court.

2. Each State Party may at the time of signature or ratification of the present Convention or accession thereto declare that it does not consider itself bound by paragraph I of this article. The other States Parties shall not be bound by that paragraph with respect to any State Party which has made such a reservation.

3. Any State Party which has made a reservation in accordance with paragraph 2 of this article may at any time withdraw that reservation by notification to the Secretary-General of the United Nations.

Article 30

The present Convention, the Arabic, Chinese, English, French, Russian and Spanish texts of which are equally authentic, shall be deposited with the Secretary-General of the United Nations.

IN WITNESS WHEREOF the undersigned, duly authorized, have signed the present Convention.

APPENDIX D

Convention on the Rights of the Child

Adopted and opened for signature, ratification and accession by

General Assembly resolution 44/25

of 20 November 1989

entry into force 2 September 1990, in accordance with article 49

Preamble

The States Parties to the present Convention,

Considering that, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Bearing in mind that the peoples of the United Nations have, in the Charter, reaffirmed their faith in fundamental human rights and in the dignity and worth of the human person, and have determined to promote social progress and better standards of life in larger freedom,

Recognizing that the United Nations has, in the Universal Declaration of Human Rights and in the International Covenants on Human Rights, proclaimed and agreed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status,

Recalling that, in the Universal Declaration of Human Rights, the United Nations has proclaimed that childhood is entitled to special care and assistance,

Convinced that the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community,

Recognizing that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding,

Considering that the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity,

Bearing in mind that the need to extend particular care to the child has been stated in the Geneva Declaration of the Rights of the Child of 1924 and in the Declaration of the Rights of the Child adopted by the General Assembly on 20 November 1959 and recognized in the Universal Declaration of Human Rights, in the International Covenant on Civil and Political Rights (in particular in articles 23 and 24), in the International Covenant on Economic, Social and Cultural Rights (in particular in article 10) and in the statutes and relevant instruments of specialized agencies and international organizations concerned with the welfare of children,

Bearing in mind that, as indicated in the Declaration of the Rights of the Child, "the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth",

Recalling the provisions of the Declaration on Social and Legal Principles relating to the Protection and Welfare of Children, with Special Reference to Foster Placement and Adoption Nationally and Internationally; the United Nations Standard Minimum Rules for the Administration of Juvenile Justice (The Beijing Rules) ; and the Declaration on the Protection of Women and Children in Emergency and Armed Conflict,

Recognizing that, in all countries in the world, there are children living in exceptionally difficult conditions, and that such children need special consideration,

Taking due account of the importance of the traditions and cultural values of each people for the protection and harmonious development of the child,

Recognizing the importance of international co-operation for improving the living conditions of children in every country, in particular in the developing countries,

Have agreed as follows:

PART I

Article 1

For the purposes of the present Convention, a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.

Article 2

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

Article 3

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

2. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.

3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.

Article 4

States Parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the present Convention. With regard to economic, social and cultural rights, States Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international co-operation.

Article 5

States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.

Article 6

1. States Parties recognize that every child has the inherent right to life.

2. States Parties shall ensure to the maximum extent possible the survival and development of the child.

Article 7

1. The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and. as far as possible, the right to know and be cared for by his or her parents.

2. States Parties shall ensure the implementation of these rights in accordance with their national law and their obligations under the relevant international instruments in this field, in particular where the child would otherwise be stateless.

Article 8

1. States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference.

2. Where a child is illegally deprived of some or all of the elements of his or her identity, States Parties shall provide appropriate assistance and protection, with a view to re-establishing speedily his or her identity.

Article 9

1. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.

2. In any proceedings pursuant to paragraph 1 of the present article, all interested parties shall be given an opportunity to participate in the proceedings and make their views known.

3. States Parties shall respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parents on a regular basis, except if it is contrary to the child's best interests. 4. Where such separation results from any action initiated by a State Party, such as the detention, imprisonment, exile, deportation or death (including death arising from any cause while the person is in the custody of the State) of one or both parents or of the child, that State Party shall, upon request, provide the parents, the child or, if appropriate, another member of the family with the essential information concerning the whereabouts of the absent member(s) of the family unless the provision of the information would be detrimental to the well-being of the child. States Parties shall further ensure that the submission of such a request shall of itself entail no adverse consequences for the person(s) concerned.

Article 10

1. In accordance with the obligation of States Parties under article 9, paragraph 1, applications by a child or his or her parents to enter or leave a State Party for the purpose of family reunification shall be dealt with by States Parties in a positive, humane and expeditious manner. States Parties shall further ensure that the submission of such a request shall entail no adverse consequences for the applicants and for the members of their family.

2. A child whose parents reside in different States shall have the right to maintain on a regular basis, save in exceptional circumstances personal relations and direct contacts with both parents. Towards that end and in accordance with the obligation of States Parties under article 9, paragraph 1, States Parties shall respect the right of the child and his or her parents to leave any country, including their own, and to enter their own country. The right to leave any country shall be subject only to such restrictions as are prescribed by law and which are necessary to protect the national security, public order (ordre public), public health or morals or the rights and freedoms of others and are consistent with the other rights recognized in the present Convention.

Article 11

1. States Parties shall take measures to combat the illicit transfer and non-return of children abroad.

2. To this end, States Parties shall promote the conclusion of bilateral or multilateral agreements or accession to existing agreements.

Article 12

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

Article 13

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:

(a) For respect of the rights or reputations of others; or

(b) For the protection of national security or of public order (ordre public), or of public health or morals.

Article 14

1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.

2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.

3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals, or the fundamental rights and freedoms of others.

Article 15

1. States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly.

2. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order (ordre public), the protection of public health or morals or the protection of the rights and freedoms of others.

Article 16

1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.

2. The child has the right to the protection of the law against such interference or attacks.

Article 17

States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health. To this end, States Parties shall:

(a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29;

(b) Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;

(c) Encourage the production and dissemination of children's books;

(d) Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;

(e) Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being, bearing in mind the provisions of articles 13 and 18.

Article 18

1. States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.

2. For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.

3. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child-care services and facilities for which they are eligible.

Article 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

Article 20

1. A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State.

2. States Parties shall in accordance with their national laws ensure alternative care for such a child.

3. Such care could include, inter alia, foster placement, kafalah of Islamic law, adoption or if necessary placement in suitable institutions for the care of children. When considering solutions, due regard shall be paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background.

Article 21

States Parties that recognize and/or permit the system of adoption shall ensure that the best interests of the child shall be the paramount consideration and they shall:

(a) Ensure that the adoption of a child is authorized only by competent authorities who determine, in accordance with applicable law and procedures and on the basis of all pertinent and reliable information, that the adoption is permissible in view of the child's status concerning parents, relatives and legal guardians and that, if required, the persons concerned have given their informed consent to the adoption on the basis of such counselling as may be necessary;

(b) Recognize that inter-country adoption may be considered as an alternative means of child's care, if the child cannot be placed in a foster or an adoptive family or cannot in any suitable manner be cared for in the child's country of origin;

(c) Ensure that the child concerned by inter-country adoption enjoys safeguards and standards equivalent to those existing in the case of national adoption;

(d) Take all appropriate measures to ensure that, in inter-country adoption, the placement does not result in improper financial gain for those involved in it;

(e) Promote, where appropriate, the objectives of the present article by concluding bilateral or multilateral arrangements or agreements, and endeavour, within this framework, to ensure that the placement of the child in another country is carried out by competent authorities or organs.

Article 22

1. States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or

by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the said States are Parties.

2. For this purpose, States Parties shall provide, as they consider appropriate, co-operation in any efforts by the United Nations and other competent intergovernmental organizations or non-governmental organizations co-operating with the United Nations to protect and assist such a child and to trace the parents or other members of the family of any refugee child in order to obtain information necessary for reunification with his or her family. In cases where no parents or other members of the family can be found, the child shall be accorded the same protection as any other child permanently or temporarily deprived of his or her family environment for any reason , as set forth in the present Convention.

Article 23

1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.

2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.

3. Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development

4. States Parties shall promote, in the spirit of international cooperation, the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation, education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries.

Article 24

1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.

2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:

(a) To diminish infant and child mortality;

(b) To ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care;

(c) To combat disease and malnutrition, including within the framework of primary health care, through, inter alia, the application of readily available technology and through the provision of adequate nutritious foods and clean drinking-water, taking into consideration the dangers and risks of environmental pollution;

(d) To ensure appropriate pre-natal and post-natal health care for mothers;

(e) To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breastfeeding, hygiene and environmental sanitation and the prevention of accidents;

(f) To develop preventive health care, guidance for parents and family planning education and services.

3. States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.

4. States Parties undertake to promote and encourage international co-operation with a view to achieving progressively the full realization of the right recognized in the present article. In this regard, particular account shall be taken of the needs of developing countries.

Article 25

States Parties recognize the right of a child who has been placed by the competent authorities for the purposes of care, protection or treatment of his or her physical or mental health, to a periodic review of the treatment provided to the child and all other circumstances relevant to his or her placement.

Article 26

1. States Parties shall recognize for every child the right to benefit from social security,

including social insurance, and shall take the necessary measures to achieve the full realization of this right in accordance with their national law.

2. The benefits should, where appropriate, be granted, taking into account the resources and the circumstances of the child and persons having responsibility for the maintenance of the child, as well as any other consideration relevant to an application for benefits made by or on behalf of the child.

Article 27

1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.

2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.

3. States Parties, in accordance with national conditions and within their means, shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material assistance and support programmes, particularly with regard to nutrition, clothing and housing.

4. States Parties shall take all appropriate measures to secure the recovery of maintenance for the child from the parents or other persons having financial responsibility for the child, both within the State Party and from abroad. In particular, where the person having financial responsibility for the child lives in a State different from that of the child, States Parties shall promote the accession to international agreements or the conclusion of such agreements, as well as the making of other appropriate arrangements.

Article 28

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

(a) Make primary education compulsory and available free to all;

(b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;

(c) Make higher education accessible to all on the basis of capacity by every appropriate means;

(d) Make educational and vocational information and guidance available and accessible to all children;

(e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Article 29

1. States Parties agree that the education of the child shall be directed to:

(a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;

(b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;

(c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;

(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;

(e) The development of respect for the natural environment.

2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principle set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

Article 30

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language.

Article 31

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

Article 32

1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.

2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular:

(a) Provide for a minimum age or minimum ages for admission to employment;

(b) Provide for appropriate regulation of the hours and conditions of employment;

(c) Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.

Article 33

States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances.

Article 34

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

(a) The inducement or coercion of a child to engage in any unlawful sexual activity;

(b) The exploitative use of children in prostitution or other unlawful sexual practices;

(c) The exploitative use of children in pornographic performances and materials.

Article 35

States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.

Article 36

States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.

Article 37

States Parties shall ensure that:

(a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age;

(b) No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time;

(c) Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes into account the needs of persons of his or her age. In particular, every child deprived of liberty shall be separated from adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances;

(d) Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance, as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority, and to a prompt decision on any such action.

Article 38

1. States Parties undertake to respect and to ensure respect for rules of international humanitarian law applicable to them in armed conflicts which are relevant to the child.

2. States Parties shall take all feasible measures to ensure that persons who have not attained the age of fifteen years do not take a direct part in hostilities.

3. States Parties shall refrain from recruiting any person who has not attained the age of fifteen years into their armed forces. In recruiting among those persons who have attained the age of fifteen years but who have not attained the age of eighteen years, States Parties shall

endeavour to give priority to those who are oldest.

4. In accordance with their obligations under international humanitarian law to protect the civilian population in armed conflicts, States Parties shall take all feasible measures to ensure protection and care of children who are affected by an armed conflict.

Article 39

States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child.

Article 40

1. States Parties recognize the right of every child alleged as, accused of, or recognized as having infringed the penal law to be treated in a manner consistent with the promotion of the child's sense of dignity and worth, which reinforces the child's respect for the human rights and fundamental freedoms of others and which takes into account the child's age and the desirability of promoting the child's reintegration and the child's assuming a constructive role in society.

2. To this end, and having regard to the relevant provisions of international instruments, States Parties shall, in particular, ensure that:

(a) No child shall be alleged as, be accused of, or recognized as having infringed the penal law by reason of acts or omissions that were not prohibited by national or international law at the time they were committed;

(b) Every child alleged as or accused of having infringed the penal law has at least the following guarantees:

(i) To be presumed innocent until proven guilty according to law;

(ii) To be informed promptly and directly of the charges against him or her, and, if appropriate, through his or her parents or legal guardians, and to have legal or other appropriate assistance in the preparation and presentation of his or her defence;

(iii) To have the matter determined without delay by a competent, independent and impartial authority or judicial body in a fair hearing according to law, in the presence of legal or other appropriate assistance and, unless it is considered not to be in the best interest of the child, in particular, taking into account his or her age or situation, his or her parents or legal guardians;

(iv) Not to be compelled to give testimony or to confess guilt; to examine or have examined

adverse witnesses and to obtain the participation and examination of witnesses on his or her behalf under conditions of equality;

(v) If considered to have infringed the penal law, to have this decision and any measures imposed in consequence thereof reviewed by a higher competent, independent and impartial authority or judicial body according to law;

(vi) To have the free assistance of an interpreter if the child cannot understand or speak the language used;

(vii) To have his or her privacy fully respected at all stages of the proceedings.

3. States Parties shall seek to promote the establishment of laws, procedures, authorities and institutions specifically applicable to children alleged as, accused of, or recognized as having infringed the penal law, and, in particular:

(a) The establishment of a minimum age below which children shall be presumed not to have the capacity to infringe the penal law;

(b) Whenever appropriate and desirable, measures for dealing with such children without resorting to judicial proceedings, providing that human rights and legal safeguards are fully respected.

4. A variety of dispositions, such as care, guidance and supervision orders; counselling; probation; foster care; education and vocational training programmes and other alternatives to institutional care shall be available to ensure that children are dealt with in a manner appropriate to their well-being and proportionate both to their circumstances and the offence.

Article 41

Nothing in the present Convention shall affect any provisions which are more conducive to the realization of the rights of the child and which may be contained in:

(a) The law of a State party; or

(b) International law in force for that State.

PART II

Article 42

States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike.

Article 43

1. For the purpose of examining the progress made by States Parties in achieving the realization of the obligations undertaken in the present Convention, there shall be established a Committee on the Rights of the Child, which shall carry out the functions hereinafter provided.

2. The Committee shall consist of ten experts of high moral standing and recognized competence in the field covered by this Convention. The members of the Committee shall be elected by States Parties from among their nationals and shall serve in their personal capacity, consideration being given to equitable geographical distribution, as well as to the principal legal systems.

3. The members of the Committee shall be elected by secret ballot from a list of persons nominated by States Parties. Each State Party may nominate one person from among its own nationals.

4. The initial election to the Committee shall be held no later than six months after the date of the entry into force of the present Convention and thereafter every second year. At least four months before the date of each election, the Secretary-General of the United Nations shall address a letter to States Parties inviting them to submit their nominations within two months. The Secretary-General shall subsequently prepare a list in alphabetical order of all persons thus nominated, indicating States Parties which have nominated them, and shall submit it to the States Parties to the present Convention.

5. The elections shall be held at meetings of States Parties convened by the Secretary-General at United Nations Headquarters. At those meetings, for which two thirds of States Parties shall constitute a quorum, the persons elected to the Committee shall be those who obtain the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting.

6. The members of the Committee shall be elected for a term of four years. They shall be eligible for re-election if renominated. The term of five of the members elected at the first election shall expire at the end of two years; immediately after the first election, the names of these five members shall be chosen by lot by the Chairman of the meeting.

7. If a member of the Committee dies or resigns or declares that for any other cause he or she can no longer perform the duties of the Committee, the State Party which nominated the member shall appoint another expert from among its nationals to serve for the remainder of the term, subject to the approval of the Committee.

8. The Committee shall establish its own rules of procedure.

9. The Committee shall elect its officers for a period of two years.

10. The meetings of the Committee shall normally be held at United Nations Headquarters or at any other convenient place as determined by the Committee. The Committee shall normally meet annually. The duration of the meetings of the Committee shall be determined,

and reviewed, if necessary, by a meeting of the States Parties to the present Convention, subject to the approval of the General Assembly.

11. The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under the present Convention.

12. With the approval of the General Assembly, the members of the Committee established under the present Convention shall receive emoluments from United Nations resources on such terms and conditions as the Assembly may decide.

Article 44

1. States Parties undertake to submit to the Committee, through the Secretary-General of the United Nations, reports on the measures they have adopted which give effect to the rights recognized herein and on the progress made on the enjoyment of those rights:

(a) Within two years of the entry into force of the Convention for the State Party concerned;

(b) Thereafter every five years.

2. Reports made under the present article shall indicate factors and difficulties, if any, affecting the degree of fulfilment of the obligations under the present Convention. Reports shall also contain sufficient information to provide the Committee with a comprehensive understanding of the implementation of the Convention in the country concerned.

3. A State Party which has submitted a comprehensive initial report to the Committee need not, in its subsequent reports submitted in accordance with paragraph 1 (b) of the present article, repeat basic information previously provided.

4. The Committee may request from States Parties further information relevant to the implementation of the Convention.

5. The Committee shall submit to the General Assembly, through the Economic and Social Council, every two years, reports on its activities.

6. States Parties shall make their reports widely available to the public in their own countries.

Article 45

In order to foster the effective implementation of the Convention and to encourage international co-operation in the field covered by the Convention:

(a) The specialized agencies, the United Nations Children's Fund, and other United Nations organs shall be entitled to be represented at the consideration of the implementation of such provisions of the present Convention as fall within the scope of their mandate. The Committee may invite the specialized agencies, the United Nations Children's Fund and other competent

bodies as it may consider appropriate to provide expert advice on the implementation of the Convention in areas falling within the scope of their respective mandates. The Committee may invite the specialized agencies, the United Nations Children's Fund, and other United Nations organs to submit reports on the implementation of the Convention in areas falling within the scope of their activities;

(b) The Committee shall transmit, as it may consider appropriate, to the specialized agencies, the United Nations Children's Fund and other competent bodies, any reports from States Parties that contain a request, or indicate a need, for technical advice or assistance, along with the Committee's observations and suggestions, if any, on these requests or indications;

(c) The Committee may recommend to the General Assembly to request the Secretary-General to undertake on its behalf studies on specific issues relating to the rights of the child;

(d) The Committee may make suggestions and general recommendations based on information received pursuant to articles 44 and 45 of the present Convention. Such suggestions and general recommendations shall be transmitted to any State Party concerned and reported to the General Assembly, together with comments, if any, from States Parties.

PART III

Article 46

The present Convention shall be open for signature by all States.

Article 47

The present Convention is subject to ratification. Instruments of ratification shall be deposited with the Secretary-General of the United Nations.

Article 48

The present Convention shall remain open for accession by any State. The instruments of accession shall be deposited with the Secretary-General of the United Nations.

Article 49

1. The present Convention shall enter into force on the thirtieth day following the date of deposit with the Secretary-General of the United Nations of the twentieth instrument of ratification or accession.

2. For each State ratifying or acceding to the Convention after the deposit of the twentieth instrument of ratification or accession, the Convention shall enter into force on the thirtieth day after the deposit by such State of its instrument of ratification or accession.

Article 50

1. Any State Party may propose an amendment and file it with the Secretary-General of the United Nations. The Secretary-General shall thereupon communicate the proposed amendment to States Parties, with a request that they indicate whether they favour a conference of States Parties for the purpose of considering and voting upon the proposals. In the event that, within four months from the date of such communication, at least one third of the States Parties favour such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any amendment adopted by a majority of States Parties present and voting at the conference shall be submitted to the General Assembly for approval.

2. An amendment adopted in accordance with paragraph 1 of the present article shall enter into force when it has been approved by the General Assembly of the United Nations and accepted by a two-thirds majority of States Parties.

3. When an amendment enters into force, it shall be binding on those States Parties which have accepted it, other States Parties still being bound by the provisions of the present Convention and any earlier amendments which they have accepted.

Article 51

1. The Secretary-General of the United Nations shall receive and circulate to all States the text of reservations made by States at the time of ratification or accession.

2. A reservation incompatible with the object and purpose of the present Convention shall not be permitted.

3. Reservations may be withdrawn at any time by notification to that effect addressed to the Secretary-General of the United Nations, who shall then inform all States. Such notification shall take effect on the date on which it is received by the Secretary-General

Article 52

A State Party may denounce the present Convention by written notification to the Secretary-General of the United Nations. Denunciation becomes effective one year after the date of receipt of the notification by the Secretary-General.

Article 53

The Secretary-General of the United Nations is designated as the depositary of the present Convention.

Article 54

The original of the present Convention, of which the Arabic, Chinese, English, French, Russian and Spanish texts are equally authentic, shall be deposited with the Secretary-General of the United Nations.

IN WITNESS THEREOF the undersigned plenipotentiaries, being duly authorized thereto by their respective governments, have signed the present Convention.

BIBLIOGRAPHY

Caribbean Community Secretariat. 1996. Report of the First CARICOM Consultation on a Regional Youth Policy. Guyana.

Commonwealth Secretariat. 1998. Youth Empowerment in the New Millennium: The Commonwealth Plan of Action on Youth Empowerment to the Year 2005.

Commonwealth Secretariat. 1998. Directory of Delegations and Secretariat. Commonwealth Youth Ministry Div. Kuala Lumpur, Malaysia.

Commonwealth Secretariat. 1995. Report on the Second Meeting of Commonwealth Ministers Responsible for Youth Affairs. Trinidad and Tobago.

Commonwealth Secretariat. 1997. Global Commitments to Youth Rights. Commonwealth Youth Programme. London.

Discussions with the Director of Youth, Ministry of Local Government, Youth and Community Development. Jamaica.

Government of Jamaica (GOJ). 1994. National Youth Policy (Jamaica).

Government of Jamaica (GOJ). 1995. Jamaica's Policy Towards Poverty Eradication. PIOJ. Kingston.

Government of Jamaica (GOJ). Multilateral Treaties Signed by Jamaica. Ministry of Foreign Affairs and Foreign Trade.

Humble, M. 1998. Youth Rights and Responsibilities in Empowerment. Commonwealth Secretariat.

Telephone Interview. Dr Heather Johnson, Youth Desk, CARICOM Secretariat, Guyana.

United Nations. The World Programme of Action for Youth to the Year 2000 and Beyond. United Nations Department for Public Information, New York.

United Nations. 1998. General Exchange of Views on the Implementation of the World Programme of Action for Youth to the Year 2000 and Beyond: National Youth Policies of an Inter-sectoral Nature. Lisbon, Portugal.

United Nations: 1997a. International Convention on Civil and Political Rights. United Nations High Commissioner for Human Rights. Geneva, Switzerland.

United Nations. 1997b. International Covenant on Economic, Social and Cultural Rights. United Nations High Commissioner for Human Rights. Geneva, Switzerland.

United Nations. 1997c. The Convention on the Elimination of all Forms of Discrimination Against Women. United Nations High Commissioner for Human Rights. Geneva, Switzerland.

United Nations. 1997d. The Convention on the Rights of the Child. United Nations High Commissioner for Human Rights. Geneva, Switzerland.

United Nations . 1992. Earth Summit '92. The United Nations Conference on Environment and Development. Regency Press Corporation, London.

ATTACHMENT C

REPORT ON
YOUTH DEVELOPMENT PROGRAMMES IN JAMAICA

Prepared by:
Seneca Lewis-Garraway, M. Sc.

March, 2000

164

TABLE OF CONTENTS

165

LIST OF ABBREVIATIONS

ASRH	Adolescent Sexual and Reproductive Health
CASE	College of Agriculture, Science and Education
CXC	Caribbean Examination Council
ECE	Early Childhood Education
EMCV&PA	Edna Manley College of the Visual and Performing Arts
ESSJ	Economic and Social Survey of Jamaica
GOJ	Government of Jamaica
ICDP	Inter Community Development Programme
IICA	Inter-American Institute for Cooperation on Agriculture
ILO	International Labour Organisation
JAMAL	Jamaica Movement for the Advancement of Literacy
JAS	Jamaica Agricultural Society
JSLC	Jamaica Survey of Living Conditions
KMA	Kingston Metropolitan Area
MIDA	Micro Enterprise Loan Programme
MOEC	Ministry of Education and Culture
NFPB	National Family Planning Board
NCTVET	National Council on Technical and Vocational Education and Training
PIOJ	Planning Institute of Jamaica
PCMU	Programme Coordinating and Monitoring Unit
RADA	Rural Agricultural Development Authority
SDC	Social Development Commission
SLC	Survey of Living Conditions
SL-TOP	School Leavers Training Opportunity Programme
SSC	Secondary School Certificate
STATIN	Statistical Institute of Jamaica
STEP	Special Training and Empowerment Programme
UNFPA	United Nations Fund for Population Activities
UTECH	University of Technology
UWI	University of the West Indies

167

EXECUTIVE SUMMARY

In 1998 in Jamaica, approximately 19% of the population comprise young persons 15-24 years old, while persons 15-29 years account for 28% of the population. Individuals under 30 years old (0-29 years) comprise 59% of the population. In 1998, unemployment levels among young persons 14 - 29 years in the labour force, stood at 26.5%, while that for 14 - 24 year olds was 32.5%. These levels were considered high when compared with the 15.4% unemployment experienced at the national level.

A number of organisations, government and non-government, offer developmental programmes for youth. Programmes focus on training and education, remedial education, health education, and activities utilising after school/out of school time.

The formal education system which in effect is the main vehicle responsible for the development adolescents and young adults, reflect a number of weaknesses which result in many young persons leaving the primary and secondary education levels with inadequate levels of literacy, numeracy and overall academic skills. Such low levels of competencies prevent them from going on to higher levels of education. In addition, in an extremely competitive employment market these young persons also lack employable skills. The result of the above is the need for a number of remedial programmes to address the needs of this group of young persons, who are unable to make a meaningful contribution to their personal development and the development of their nation.

In the area of post primary and secondary training and education, the major provider is the HEART Trust/NTA, and to a lesser extent, the National Youth Service and the Special Training and Empowerment Programme (STEP). In addition, a number of NGOs offer some element of post primary/secondary training, in some instances in conjunction with HEART. Research conducted indicate that individuals trained by the HEART Trust, were more likely to access employment than their counterparts who did not have the benefit of such training. It was found that HEART, in providing training was more responsive to the demands of the labour market. The basic minimum requirement to enter most of the programmes offered, is the Grade 9 achievement level.

Concerns were expressed regarding the following:-

• The inadequacy of programmes to meet the needs of individuals who fall below the Grade 9 education level and are thus unable to access existing programmes. Insufficient programmes in this area, result in these young persons, particularly young men not being gainfully occupied and becoming problems for the society.

• The need to ensure consistent standards in curricula content and methods of delivery, of programmes. This concern related mainly to offerings at the community based level.

• In some HEART operated community based programmes, organisers identified the need for the inclusion of a training component to address issues of attitudinal adjustment, personal development, development of social and communication skills; to complement the skills training component. Organisers indicate that such training is either lacking or inadequate at the home level, but is a critical necessity for successful inculcation of the skills training. Further, the building of high self esteem and developing competencies in communication,

impact positively on performance and the ability of individuals to successfully interact with other persons and function effectively at the workplace.

In some programmes it seems as though 'training is being conducted for training sake', with no relationship to the demands/needs of employers or of the community in which trainees live. Thus on completion of training, young persons are unable to find employment and are unable to utilise training received to start or successfully operate micro businesses.

In the area of remedial education and training, service is provided predominantly by NGOs. The majority of participants in these programmes comprise the at risk category of adolescents. These young persons would have dropped out of school, or were never enrolled in school, and are for the most part illiterate, innumerate, and lacking in vocational or social skills, expected for individuals at that level. Many of these NGOs operate under serious constraints of physical space and limited funds, which impact negatively on a number of operational areas, particularly on their ability to retain qualified staff. The issue of staff is important, as often training provided has reduced impact, due to high staff turnover. Lack of continuity in training, where a different member of staff is sent on training each time, also impacts negatively on the ability of the organisation to deliver higher levels of service. There is practically no government involvement in this area.

In the 'at risk' category, the peculiar circumstances of some young people, approximately 13 - 15/16 years old, who find themselves outside of the formal education system, is cause for concern. These young people, some of whom have completed primary school, others who dropped out of the system, are unable to gain entry into post-primary institutions. However, they are too young or lack the required qualifications to access nonformal training programmes, or enter the labour market. Programmes to address their needs are nonexistent. If they are to wait until they attain the age which will allow access to nonformal facilities, this may well be too late for many.

There is growing interest in activities and programmes (mentoring, homework assistance) which seek to utilise after school/out-of-school time to the benefit of adolescents. While these programmes can bring benefits to adolescents, it is important that they are of a high quality, well structured, managed and supervised. It seems there is need to set standards for these programmes, before poorly organised activities result in detrimental impact on adolescents.

In the areas of programme evaluation, monitoring and assessment, serious deficiencies were identified. In both governmental and non-governmental programmes, no structured mechanisms exist for regular analysis and evaluation of programmes, to allow for assessment of successes, strengths, weaknesses, best practices, etc. Such evaluation is critical to identify areas in need of development and strengthening, or on the other hand, to allow for documentation of significant achievements and best practices, which can be transferred or replicated elsewhere.

In addition, organisations failed to conduct tracer studies of graduates (HEART being the exception), or other relevant research to determine impact and outcome of programme activities in the wider society. The difficulty which such absence creates, is the inability to assess the impact of training particularly in the long term. One result is the ad hoc adjustment and changes to programmes.

In both Government and non-government operated programmes, participants experienced significant financial difficulty, which in some instances inhibited regular attendance and completion of the particular training programme. These difficulties were manifested in participants' inability to meet costs for meals and transportation. While the issue of inadequate food surfaced in both rural and urban programmes, the problem of transportation costs seems more problematic in rural areas. Indeed in some rural areas, inability to meet transport costs resulted in participants dropping out of programmes.

Programme organisers indicated that in many instances participants either arrived for classes hungry or were unable to provide lunch. It was also noted that in programmes where organisers are able to provide at least one meal per day to participants (breakfast in some instances lunch in others), attendance and performance are much enhanced.

The creation of linkages and networking across and within organisations, sectors and the wider community appears unstructured and weak for the most part. While there are indications of increased linkages and networking, it is an area that organisations working with youth would do well to seek to strengthen. This is particularly important, within the context of limited available resources.

Some indicators of success in programmes include:-
- where active parent or family support of and involvement in programme activities exist, as manifested in attendance at parents/teachers gathering, fund raisers, and responding where there are problems with child/ward, participants' performance improved.

- where programmes include or provide
  (a)   elements of mentoring (Big Sister Club, Big Brother Club) as part of the wider programme.
  (b)   elements of attitudinal development, counseling and building of self esteem training
  (c)   participants with at least one meal daily, be it breakfast or lunch
  attendance levels were higher, participants' performance improved, thus contributing to an overall positive impact on the particular programme.

Generally, to ensure the development of young people in Jamaica, there is need for :
(a) a strengthening of the formal education system, in ways that will significantly decrease the number of graduates from the system who are illiterate or innumerate, and address issues concerning attendance and the out-of-school population;

(b) Curative or remedial programmes to assist persons already outside of the school system, whose levels of education do not allow them to access training from nonformal institutions or gain employment. This would require the input of the Government, NGOs currently working with youth, parents of young people, and the society in general.

Government should provide assistance to NGOs, which meet specified standards in the service provided to young people. At the outset assistance with the payment of the salaries for a minimum number of qualified teachers/instructors could be considered. Ensuring a minimum number of qualified teachers would impact positively on the quality of programme content and delivery.

INTRODUCTION

Youth development can be described as a process of preparing young people to meet the challenges of adulthood through activities and experiences which assist them to become socially, morally, emotionally, physically and cognitively competent. Youth development programmes can be described as programmes which assist youth in developing skills which will enable them to develop and become healthy, responsible adults, prepared and equipped to meet the challenges of life. These programmes could be of an academic or non-academic nature, they could include activities in clubs, leadership development, job skills training, to name but a few of the wide range of activities which could contribute to the development of young people.

Youth development is by nature multi-dimensional, and involves the many and varied aspects of life. In addition youth is not a homogenous group, and even within categories there are differences. This is reflected in the Jamaican situation, where programmes addressing the needs of youth are operated within an inter-sectoral, inter-agency framework. Indeed many different entities, in the public, private, and non-governmental sectors operate programmes or projects seeking to meet the developmental needs of a range of young persons.

The following paper seeks to identify the major youth development programmes which currently exist in Jamaica, and examine their operations with respect to the specific segment of youth they target, the type of services offered, the impact/outcome of these programmes.

Youth as defined by the United Nations General Assembly, includes persons 15 - 24 years. In Jamaica the definition of youth varies from organisation to organisation and can include persons 10 years old at the lower limit and 30 years old at the upper limit. The paper includes a section on services provided through the formal education system, which is seen as a major development agent within the society, thus some information is presented on the status of Early Childhood Education and the primary level of education .

The paper therefore would present the following:-
- General population and unemployment data/information on persons 0-29 years inclusive
- Services provided to children and young people through the formal public education system
- The major youth development programmes being administered by government ministries
- The major programmes seeking to address the needs of at-risk youth.

While the family is considered the main agent for imparting of developmental skills, the school and its environment has long been recognised as a key social institution in the development of the individual. Indeed young persons attending primary and secondary institutions, spend a minimum of five hours daily (week ends excluded) in the school environment. Thus, the need for including a brief examination of the formal educational system.

METHODOLOGY

In conducting research for this document, data was gathered through the use of secondary and primary data collection methods. Secondary data sources included the use of periodic reports, brochures, etc., prepared by individual agencies. At the primary level, data was gathered through the conduct of interviews with key personnel in agencies. Interviews were conducted directly, that is face to face, or via the telephone, using a semi-structured format. A discussion guide was used by the interviewer to guide the process. In some instances it was possible for the interviewer to speak with participants in the programmes.

The main areas on which information was sought include:-
1.   The area (s) of youth development on which the programme focuses
2.   The governance/management structure of the organisation/agency
3.   Characteristics of participants/target population
4.   Resource (human and financial) complement, capacity, status
5.   Impact/Outcome of programme (Meeting of aims/objectives)
6.   Expectations from Youth Division
7.   Levels of Collaboration/Networking among Stakeholders

Some difficulties experienced in the data gathering process included:-
▸   Inability to make and receive telephone calls at times, due to the unavailability of lines. This proved to be problematic particularly when messages were left asking persons to return calls. Much difficulty was experienced making phone calls into the Ministry.
•   The documentation process within organisations leaves much to be desired, therefore it was often not possible to acquire all information asked for in one interview. The need to conduct follow up interviews proved quite time consuming.
▸   In addition the non existence of data at the organisation level, has resulted in data and information gaps in this document. This is as a direct result of the low levels of documentation in organisations.

IMPORTANT DEFINITIONS

Youth Development
Young people as human beings have certain basic developmental needs that are critical to their survival and healthy development. Basic needs include:- a sense of safety and structure; a need for food; belonging and membership; self-worth and an ability to contribute; independence and control over one's life; opportunities for growth. Broadly speaking, youth development is a multidimensional, embracing, ongoing process, which prepares young people to meet the challenges of adolescence and adulthood. Youth development seeks to empower youth to play an assertive and constructive role in aspects of decision making which affect their lives.

Approaches to youth development vary in a number of ways. Generally, some approaches are deficit based and focus predominantly on youth problems and deficits, and the need for treatment and remedial action. Others are more positives and utilise an asset-building approach, where the focus

is to promote healthy youth development and by so doing, prevent the occurrence and development of certain unhealthy and antisocial behaviours.

The asset based approach to youth development seeks to purposefully meet the needs of youth and to build competencies, which will enable them to become successful adults. Here, youth are not seen as problems but as contributors to the developmental process. The positive approach views youth development as an investment in young people - investment which is expected to yield outcomes such as *self-reliant, self-confident adults, who can take their place as responsible members of society.*

Youth Development Programmes

Generally, youth development programmes are designed to meet the human development needs of youth, and to help young people build and develop the core assets and competencies needed to function successfully and effectively as adults within their societies.

Such programmes seek to build and develop, in young people assets and competencies in the following developmental areas:- physical, vocational, social, moral, cognitive, emotional. Such competencies will enable the youth to develop skills and become healthy, responsible and caring youth and adults.

Youth development programmes help young people deal successfully with the challenges of adolescence and prepare them for independence and responsibilities of being parents, citizens, workers, through the development of certain competencies.

The focus of programmes will depend on the perceived view of youth development, as well as, organisers view of the society in general.

At-Risk Youth

Many definitions are used to define 'at-risk' youth. Some definitions emphasize risky behaviour which young persons currently engage in or are likely to engage in; others emphasize the risky environment in which individuals live. Indeed both these approaches are compatible, as it is generally acknowledged that the probability of disposition for risk, is increased where the societal environment in which an individual lives reflects characteristics of risk. Such risky behaviours include dropping out of school, gang membership, drug and/or alcohol use or abuse, early and unprotected sexual activity, criminal behaviours; - behaviours which are likely to result in negative outcomes, that could compromise the life chances for development into mature, responsible, productive and self-sufficient adults.

GENERAL POPULATION DATA (0-29 YEARS)

In looking at the existing youth development programmes, an understanding of the status of young people is useful. Additionally, the area of unemployment among young people has been cause for concern in recent times. This section presents important background population data, as well as, available unemployment data on the specified age group.

Table 1: Estimates of End of Year Population By Five Year Age Groups And Sex

1998			
AGE	**TOTAL**	**MALE**	**FEMALE**
0 - 4	292,564	147,868	144,696
5 - 9	262,083	131,402	130,681
10 - 14	256,870	127,585	129,285
0-14	**811,517 (31.5%)**	**406,855**	**404,662**
15 - 19	245,253	120,652	124,601
20- 24	234,061	115,623	118,438
25 - 29	230,662	114,066	116,596
15-29	**709,976 (27.5%)**	**350,341**	**359,635**
0-29	**1,521,493 (59.0%)**	**757,196**	**764,297**

Source: Demographic Statistics, 1998 (STATIN)

- The 0-29 year age group represents a significant proportion (59%) of Jamaica's total population.

- The 0-14 and 15-29 age groups are also important proportions in their own right, 32% and 28% respectively.

Labour force statistics show some 26.5% (123,500) of young persons (14 - 29 years) in the labour force, are unemployed. This figure includes 77,300 females and 46,300 males. Further, 73.5% (341,700) of these young persons are employed.

Employment/Unemployment Levels Among Young People
Issues relating to the levels of employment/unemployment among persons in the 14-29 years have in recent times been cause for concern. Tables 2 and 3 provide some pertinent data regarding the employment/unemployment status of young persons 14 - 29 years old.

Table 2: Levels of Employment and Unemployment (April 1998)

Age Group (years)	ALL AGES			
	Labour Force	Employed	Unemployed	% Unemployed
14 - 19	71,800	40,400	31,400	43.7
20 - 24	204,600	146,100	58,500	28.6
25 - 29	188,800	155,200	33,600	17.8
30 - 34	163,200	144,600	18,600	11.4
35+	497,700	466,600	31,100	6.2
All Ages	**1,126,100**	**952,900**	**173,200**	**15.4**
	YOUTH			
14 - 29	465,200	341,700	123,500	26.5
14 - 24	276,400	186,500	89,900	32.5

Source: Labour Force Survey (STATIN)

• Some 26.5% (123,500) of young persons (14 - 29 years) in the labour force, are unemployed. This figure includes 77,300 females and 46,300 males.

Table 3: Levels of Employment and Unemployment by Age and Gender (April 1998)

AGE (YEARS)	MALES			
	Labour Force	Employed	Unemployed	% Unemployed
14 - 19	42,600	28,100	14,500	33.9
20 - 24	106,300	85,500	20,800	19.6
25 - 29	95,600	84,600	11,000	11.5
30 - 34	83,000	79,000	4,000	4.8
35+	281,200	272,300	8,900	3.2
All Ages	**608,700**	**549,500**	**59,200**	**9.7**
All Young Males (14-29 yrs)	**244,500**	**198,200**	**46,300**	**18.9**
	FEMALES			
14 - 19	29,200	12,200	17,000	58.1
20 - 24	98,400	60,700	37,700	38.3
25 - 29	93,200	70,600	22,600	24.2
30 - 34	80,200	65,600	14,600	18.3
35+	186,300	164,200	22,100	11.9
All Ages	**487,300**	**373,300**	**114,000**	**23.4**
All Young Females (14-29 yrs)	**220,800**	**143,500**	**77,300**	**35.0**

Source: Labour Force Survey (STATIN)

- Young females (14-29 years) experience higher levels of unemployment (35.0%) than that experienced by young males (18.9%).

- The percentage unemployment (18.9%) for young males (14-29 years) is below the average for the age group (26.5%).

- The percentage unemployment (35.0%) for young females (14-29 years) exceeds the average for the age group.

Table 4:   Employment and Unemployment Levels by Area and Gender

AREA	BOTH SEXES			
	Labour Force	Employed	Unemployed	% Unemployed
KMA	382,300	339,100	43,200	11.3
Other Towns	187,900	152,800	35,100	18.7
Rural Areas	555,800	460,900	94,900	17.1
YOUTH 14- 29				
KMA	162,600	131,100	31,500	19.4
Other Towns	80,100	56,300	23,800	29.7
Rural Areas	222,400	154,200	68,200	30.7
	MALES			
KMA	187,600	169,900	17,700	9.4
Other Towns	100,500	86,400	14,100	14.1
Rural Areas	320,600	293,200	27,400	8.6
YOUTH 14 - 29				
KMA	76,800	63,100	13,700	17.8
Other Towns	43,400	31,900	11,500	26.5
Rural Areas	124,300	103,100	21,100	17.0
	FEMALES			
KMA	194,700	169,100	25,500	13.1
Other Towns	87,400	66,400	21,100	24.0
Rural Areas	235,100	167,700	67,500	28.7
YOUTH 14 - 29				
KMA	85,900	68,000	17,900	20.8
Other Towns	36,700	24,400	12,300	33.5
Rural Areas	98,000	51,000	47,000	48.0

Source: STATIN

- Unemployment in the 14-29 year age group is significantly higher in Other Towns (29.7%) and Rural Areas (30.7%), compared to KMA (19.4%).

177

- Looking at the male population, young men in Other Towns reflect the highest levels of unemployment (26.5%)

- In the female sub-category, young women in Rural Areas reflect the highest levels of unemployment (48%); which is more than twice that among young males in Rural Areas (17.0%).

  Of note is that unemployment among women in each of the geographical categories, exceeds that of men in the corresponding geographical category.

- The high levels of unemployment experienced by persons residing outside of the KMA relative to those in the KMA, place non-KMA residents at a distinct disadvantage. If not addressed such disproportionate unemployment could only contribute to increased rural-urban drift, with the attendant problems of increased population in the urban inner city communities, as well as in rural city centres.

- The relatively high levels of unemployment among young women, within the context of women being the primary care givers, is cause for concern.

THE FORMAL EDUCATION SYSTEM

The formal education system in Jamaica is divided into four levels:- early childhood, primary, secondary and tertiary.

- Early Childhood Education (ECE) is provided for children in the age group 4 - 5 years in Infant and Basic schools, Infant Departments of Primary and All-Age schools, as well as, 3 - 5 years in Nursery and Kindergarten schools.

- Primary education is provided for children 6 - 11 years old, in grades 1 to 6 of Primary, All-Age, Primary and Junior High and Preparatory schools.

- Secondary education is divided into two cycles. The first cycle is for three years and covers grades 7 to 9. The second cycle is for two years and covers grades 10 and 11. Some institutions offer an additional two years to grades 12 and 13.

- Special education is provided to students 4 - 18 years, with special needs and includes mentally handicapped and gifted students. Education at this level is provided through government owned/aided institutions and private voluntary institutions.

- Tertiary level education is offered to persons who have successfully completed secondary education and wish to pursue additional studies. The main institutions at the tertiary level are:-
  - the University of the West Indies (UWI)
  - the University of Technology (UTECH)
  - teachers' colleges which provide professional training in teacher education
  - G.C. Foster College of Physical Education and Sports, which provides various levels of professional training in sports
  - Edna Manley College of the Visual and Performing Arts (EMCV&PA) comprises four schools - the schools of Art, Dance, Drama and Music
  - Moneague College, a multi-disciplinary institution offering training in teacher education, and other professional and community related courses
  - Community Colleges, which offer pre-university, professional, commercial and vocational training.

EARLY CHILDHOOD EDUCATION (ECE)

The ECE programme administered by the Ministry of Education and Culture (MOEC), integrates the delivery of programmes in day care centres (0-3 years), basic schools, infant schools/departments and kindergarten departments of preparatory schools (3-6 years). According to the Jamaica Survey of Living Conditions (JSLC) in 1998, approximately 86.1% of the population aged 3-5 years were enrolled in schools, 13.9% were not enrolled in any institution.

Table 5: Enrolment in Early Childhood Education by School Type (1997/98)

Type of ECE Institution	Number of school/depts	Numbers Enroled	% of total Enrolled
Infant School	29	9,341	6.7
Infant Department	83	6,815	4.9
Recognised Basic School	1,642	116,514	83.1
Unrecognised Basic School	226	7,426	5.3
TOTAL (a)		140,186	100

Source: MOEC

(a): An additional 8500 students were enrolled in 402 Day Care Centres which now fall under the MOEC

The above table shows clearly:-

• The vast majority of children (3-5 years) are enrolled in some ECE institution

• The majority (83%) of those in the ECE system are enrolled in recognised basic schools.

• A total of 140,186 students are enrolled at the ECE level.

180

PRIMARY EDUCATION

The vast majority of primary education programmes are administered by the Ministry of Education and Culture (MOEC). Primary education targets persons between the ages of 6 - 11 years in Grades 1-6 of primary, primary and junior high, and all-age schools. There are also some private preparatory institutions.

Table 6: Primary Enrolment By Type of School (1997/98)

Type of School	Numbers Enrolled
Primary	174,586
All-Age	105,620
Primary/Junior High	19,016
Sub-Total (enrolment in public schools)	299,222
Private Preparatory	20,599

Source: ESSJ, 1998 (p. 19.5)

The 1998 JSLC indicates high levels (99.1%) of enrolment for primary school students 6-11 years. This is supported by the MOEC which noted that 'this age group has a record of high enrolment rates .....' (ESSJ:1998:19.8).

A look at **enrolment by gender** shows that of the 299,222 students enrolled at the public primary level, males had a higher gross enrolment rate (97.2%) than females (94.2%). This the MOEC notes, is the last level in the system where males account for a larger proportion of the school age population than females. (ESSJ:1998:19.9).

A number of significant weaknesses which impact negatively on children have been identified in the primary education system in Jamaica. In 1995, it was estimated that approximately 30% of graduates from the primary system were innumerate and illiterate, with no marketable vocational skills. Further, in assessing the quality of education, in was found that the primary education system in Jamaica failed to achieve, at the end of Grade 6, the three major objectives necessary for children. These objectives are:

1.   Literacy and numeracy by global standards
2.   Competence in pre-requisite knowledge and skills to access secondary education
3.   Possession of a caring attitude towards self, others and things .
(UNICEF & PIOJ; 1997; 115).

SPECIAL EDUCATION

Special Education targets individuals aged 4 - 18 years, who have special needs including the 'mentally challenged and gifted students' (ESSJ:1998:19.10).

Table 7: Enrolment in Government & Government-Aided Special Education
Programmes by Type of Disability (1997/98).

AREA OF DISABILITY	TOTAL	MALE	FEMALE
Mentally Retarded	1,413	874	539
Deaf and Hearing Impaired	336	163	173
Physically Handicapped	92	66	26
Blind and Visually Impaired	119	61	58
Multiple Handicapped	266	173	93
TOTAL	**2,226**	**1,337**	**889**

Source: ESSJ:1998:19.6

Note: An additional 2318 students were enrolled in Private/Non-governmental Special Education Schools.[1]

• The mentally retarded (63.5%) comprise the majority of persons enrolled in special education programmes, followed by persons who are deaf and hearing impaired (15.1%).

---

[1] Private and NGO operated schools identified include Clarendon Group for the Disabled; 3D Projects; the McCam Child Care and Development Centre. (ESSJ:1998:19.10).

SECONDARY EDUCATION

Secondary education is provided for students in the age group 12-18 years, in eight types of secondary schools.

Table 8: Secondary Enrolment by Type of Institution (1997/98)

Type of Institution	Number	Capacity	Enrol-ment	% of total enrolled
All-Age (Grades 7-9) **(a)**	396	n.a.	42,983	19.2
Primary and Junior High (7-9) **(b)**	54	15025	8,556	3.8
Junior High	1	405	528	0.24
New Secondary	18	19745	13,930	6.2
Secondary High	56	40525	73,506	33.0
Comprehensive High	52	42250	67,417	30.0
Technical High	14	9330	16,219	7.2
Agricultural/Vocational	5	1350	894	.40
Private **(c)**		n.a.	4,500	2.0

(a) Two schools continue to Grade 11
(b) One school continue to Grade 11
(c) Numbers enrolled estimated using Ministry of Education and Culture data for 1996/97
Source: ESSJ, 1998 (p. 19.7)

• 98% of all persons enrolled in the secondary system are enrolled in the public system.

• The majority (63.0%) of the students in the public secondary system are enrolled in two types of schools - Secondary High (30.0%), Comprehensive High (33.0%).

• Note must be taken of capacity and enrolment data presented (Table 8). While attendance data would allow for better comparisons, the proportions enrolled, relative to the institution's capacity especially in the secondary high, comprehensive high, and technical high schools give cause for concern. Some institutions must be over-crowded. Indeed there is need to further examine and analyse this data and attempt to identify solutions. Without the benefit of

underlying data, one must question whether this is a major reason for the less than average performance of students in the secondary school system. The need for more in-depth analysis of this data is evident.

- Enrolment in Agricultural/Vocational institutions is below the available capacity

- The estimated enrolment rate for secondary education is 63.4%

- The lower cycle of the system (Grades 7 - 9) reflect near universal gross enrolment (95.9%). However at the upper cycle (Grades 10-11), gross enrolment is estimated at 68.0% (females 73.4%). The net enrolment for Grades 10-11 was recorded at 46% (females 50.3%). (ESSJ:1998:19.11)

STATUS OF ENROLMENT AT VARYING LEVELS OF THE FORMAL EDUCATION SYSTEM

Tables 9 and 10 show the rates of enrollment as well as, the number of persons enrolled at the early childhood, primary and secondary educational levels.

Table 9: Enrolment Rates by Educational Levels (1998)

Educational Level	Enrolment Rates (%)
Early Childhood Education (3-5 yrs)	86.1
Primary Education (6 - 11 yrs)	99.1
Secondary Education Cycle 1 (12-14 yrs) Cycle 2 (15-16 yrs)[2]	97.4 82.5
Secondary & tertiary education 17-18 yrs 19-24 yrs	37.5 6.1

Source: JSLC, 1998

- Enrolment rates at both the primary and early childhood educational levels are quite high,

---

[2] At the secondary level, for the 15-16 year age group, the reported levels of enrolment presented by the JSLC and the MOEC differ, with the latter reporting lower rates. This difference should be investigated and users of this data need to be cognisant of same.

with near full enrolment at the primary level. However at the early childhood level, there is room for improvement.

- It should be noted that 32.3% of young persons 17 - 18 years are enrolled in a secondary institution; and 5.2% are in tertiary institutions.

- 93.9% of young persons 19-24 years old were not enrolled in any educational institution. Only 3.95% were enrolled at the tertiary level.

Table 10: Numbers Enrolled by Type of Institution (1997/1998)

Institution by Type	Numbers Enrolled
Early Childhood Education	140,186
Primary institutions	319,821
Secondary Institutions	228,533
TOTAL	**683,868**
Special education @	2,226

@ An additional 2,318 students were enrolled in private/non governmental Special Education Schools.

Source: ESSJ, 1998

ATTENDANCE AT THE PRIMARY AND SECONDARY LEVELS

While enrolment rates are generally available and reliable, the same does not apply for data on attendance rates. The JSLC uses data on households' efforts to sent children to school, as a proxy for school attendance at the primary and secondary levels.

According to the JSLC, in 1998 approximately 1,487 (23.3%) students who were enrolled at the primary and secondary levels were not sent to school for some time of a 20 day reference period. The majority (72.5%) were absent for between one to five days. Approximately 20.2% of students were absent for six to ten days and 7.3% for more than ten days.

The major problem identified for not attending school was "money problems" as indicated by 55.3% of the students. Of note is that in 1998, 43.2% of students cited this problem, indicating a 28% increase over those citing this problem in 1997.

The direct relationship between attendance and wealth or financial status is noteworthy. Non-attendance rate was 32.8% for the poorest students and only 7.6% for the most well off. Further while "money problems" prevented 69.6% of students from the poorest households from attending school, only 21% of the wealthiest students were so constrained. (JSLC; 1998; 46)

In addition to the above data from the JSLC, the PIOJ in 1998 (ESSJ:1998:19.8), reported attendance rates of :- 81% in primary schools, 72.3 % in all age, and 72.6% in primary/junior high schools. Comparatively low attendance rates considering the near 100% enrolment. This relatively poor attendance was reportedly attributed to financial problems, illness and climatic conditions. The above seems to indicate the need improved data collection regarding attendance rates, and for further investigation of the seemingly low attendance rate.

THE OUT-OF-SCHOOL POPULATION

In examining the development of young people through the formal educational system, an important category which merits further examination is the **"out-of-school population"**. This category is defined by the JSLC as "persons between 12 and 18 years who were not enrolled in an educational institution at the time of the survey"[3]. It should be noted that this group comprises school drop-outs as well as Grade nine graduates (15 and 16 year olds) of all age, primary and junior high schools.

In 1998 the out-of-school population represented over one fifth (22.0% or approximately 77,752) of the 12-18 year age cohort. Significant characteristics of this out-of-school population include the following:-

- comprise school drop-outs and graduates of grade 9 from all age and primary, and junior high schools

- the majority (55.8%) of the population are males

- the majority (58.3%) of the population are from Rural Areas (KMA: 23.5% and Other Towns:18.2%).

- more than half of this population (72.7%) had attained some level of secondary education

- Rural Areas had the largest amount (32.4%) attaining only primary education and the smallest amount (67.2%) attaining secondary level education

- females reflected higher levels of education than males, with 77.3% females having secondary level education and 69.2% for males.

- approximately half (51.8%) of the out-of-school population were from single-parent households, all of which were female headed. This is quite significant and should be further

---

[3] While it was not specifically stated, it is assumed that these persons are not employed.

investigated, as it possibly points to areas for targeting when addressing the needs of this category of youth.

Important information which was not provided in the data is; what level of secondary education was attained by the out-of-school population, and more specifically what are the levels of proficiency in Reading, Math and English.

What is significant about this group, is that they reflect similar characteristics of individuals who are generally classified as at risk or unattached, many of whom are to be found in programmes operated for this category of young people.

TERTIARY EDUCATION

Tertiary education is provided by a variety of public and private organisations, at the formal and non-formal levels. While it is estimated that the majority of persons enrolled at this level would be in the 17-29 year age group, there is no data to indicate more precisely the age range of the persons enrolled.

Of note is that only 5.2% of persons 17-18 years old are enrolled in tertiary level institutions. By far the majority of this age group (62.5%) is not enrolled an any educational institution. Enrolment of persons 19-24 years in tertiary institutions is even less (3.9%). Indeed the level of enrolment in tertiary institutions by persons in the 17-24 year age group is quite minimal.

Table 11   Enrolment of Young People 17-24 Years of Age at Secondary and Tertiary Levels (1998)

Type of Institution	Age Group	
	17 -18 years	19-24 years
Secondary institution	32.3%	2.2%
Tertiary Institution	5.2%	3.9%
None	62.5%	93.9%

Source: JSLC 1998: 38.

The low level of enrolment among persons in the 19-24 age group is significant. The question is whether these persons are gainfully employed. Put differently, if they are not in school, where are they?

Table 12: Enrolment in Non-Formal and Tertiary Institutions by Gender 1997/98

PROGRAMME/INSTITUTIONS	TOTAL	MALE	FEMALE
HEART Trust/NTA	19,742	8,304	11,438
HEART Trust/NTA Community-based Training Programme (a)	1,602	277	1,325
Teachers' Colleges	4,858	972	3,886
Northern Caribbean University (W.I. College)	1,395	484	911
University of Technology (UTECH)	6,579	2,868	3,711
University of the West Indies (UWI) (3 campuses) (b)	8,215	2,547	5,668
Community Colleges (Multi-disciplinary Colleges)	6,007	2,511	3,496
Nursing Education (c)	308	5	303
Maritime Institute	117	114	3
TOTAL	48,823	18,082	30,741

(a) Includes Skills 2000

(b) 76.4 per cent of students enrolled at the UWI were between 17-29 years. Full time enrolment: 4788, part-time: 3427. Note that part-time includes Distance Education, Challenge & those registered with other tertiary institutions.

(c) Estimated number of students enrolled as registered nurses, enrolled nurses, midwives, dental nurses/assistants.

Source: ESSJ 1998

The programmes presented in Table 12 represent avenues available to young persons interested in pursuing post secondary education.

• The majority of persons enrolled in HEART programmes are between ages 17 - 24 years.

Private Tertiary Institutions

A number of private institutions operate at the tertiary level. Again while opportunities provided at these institutions are available to young persons 17-29 years, it is not possible to ascertain the proportion of these young persons actually enrolled in programmes offered. Some of these institutions not previously mentioned and the training programmes offered are as follows:-

- The **Jamaican Institute of Management (JIM)**: This institution offers business courses in management studies and business administration at the certificate, diploma, associate degree and degree levels.

- The **Institute of Management and Production** provides training in the areas of management studies and business administration at the certificate, diploma, associate degree and degree levels.

- The **Infoserv Institute of Technology**: Provides training mainly in the areas of Computer Technology and Business Technology at the diploma level.

- The **College of Insurance and Professional Studies**:- Offers the Jamaica Insurance Diploma and associate degrees in business administration and insurance studies.

- **Off-shore private educational institutions**: In the area of post secondary education and training, an emerging phenomenon is the increase in off shore private educational institutions, which offer undergraduate and higher degree programmes. Some of the programmes offered are as follows:-

4.	Barry University:	Executive Masters in Business Administration (EMBA)
5.	University of New Orleans:	Masters in Business Administration (MBA)
6.	Nova University:	Masters in Business Administration/Bachelor of Professional Management (BPM)
7.	Jamaica Institute of Bankers/ University of Wales:	Masters of Business Administration (MBA)
8.	Mico Teachers' College/ Nova University:	Ph.D. in Instructional Technology
9.	Sam Sharpe Teachers' College/ Central Connecticut State University:	B Sc in Mathematics and Computer Science/MEd in Educational Leadership.

SOURCE: Data on private institutions ESSJ:1998:19.20

MAJOR YOUTH DEVELOPMENT PROGRAMMES

A. MINISTRY OF LABOUR, SOCIAL SECURITY AND SPORTS

Name of Programme: SKILLS 2000

Agency Responsible for Management:
Ministry of Labour Social Security & Sport and HEART Trust NTA responsible for implementing.
PIOJ responsible for coordination.

Background/institutional Information
The SKILLS 2000 project was established in 1995. The project forms part of the National Poverty
Eradication Programme (NPEP).

1. Objectives
General Objectives
The project seeks to train unemployed, unskilled individuals to acquire the necessary education and
skills to facilitate employment or self-employment.

Primary Objectives
a. Increase food security and lower the incidence and severity of poverty in households.
b. Equip specially targeted groups with a marketable skill.
c. Maintain nutritional status of expectant women & lactating mother & their young children.

Secondary Objectives
a. Community development
b. Skills training
c. Post-training support (by provision of a referral system to access credit, further training,
   market opportunities, help to develop business projects, securing jobs in formal system).

2. Target Group
Individuals in the 15-29 years age group. Vulnerable groups inclusive of the poor and recipients of
food stamps.

3. Entry Requirements
Entry requirements are flexible since training is community based. In some programmes the minimum
Grade 9 educational level required by HEART is used.

4. Scope and Organisation
SKILLS 2000 is a community based training programme. Project activities are carried out in three
stages:- community mobilization; skills training and post training support. Training is conducted
mainly by HEART through its vocational training provisions. For this programme it was necessary
to adjust programme design to facilitate lower admissions, training courses of shorter duration.
Community based training lasts for 3 to 6 months.

5.   Coverage (Numbers enrolled/reached)

The Project operates in 10 parishes[4].

HEART Trust reports training 16,558 persons over the three year period.   (Year 1 - 3,687; Year 2 - 4106; Year 3 - 8765). However targets for informal, short duration, lower admissions requirements courses were not met.

6.   Source of Funding

SKILLS 2000 is funded by the Government of Jamaica, the United Nations World Food Programme, the United Nations Volunteer Programme. The International Labour Organization provides technical assistance.

In 1999 - 2000 approximately J$20.0 million was allocated from the national budget (recurrent), to the project.

7.   Linkages

Management of training is done by HEART Trust /NTA. Training is carried out by Heart, NGOs, SDC, and CBOs.

8.   Benefits to participants

9.   Indicators of success

While there were reports of young persons receiving training, specific measures and indicators of success could not be identified.

NOTE: In a recent (1999) report on Skills 2000 conducted by the Programme Coordinating and Monitoring Unit (PCMU), a number of concerns were identified and it was recommended that the 'project be revamped and redesigned'.

---

[4] Parishes in which project currently operates: Kingston, St. Andrew, Portland, St. Thomas, St. Mary, St. Elizabeth, Hanover, Trelawny, St. Catherine and Clarendon.

B.   MINISTRY OF AGRICULTURE

Name of Programme: School Agricultural Revolving Loan Programme

Agency Responsible for Management: Rural Agricultural Development Authority (RADA)

Background/institutional Information:
The programme operates in conjunction with the Youth In Agriculture Programme, out of the Ministry of Agriculture.   In the School Agricultural Revolving Loan Programme, RADA officers seek funds and/sponsorship for projects to be conducted in schools. Officers also assist with the preparation of project proposals. Funds to finance projects are loaned to the school through a revolving loan scheme. Projects costs range between J$25,000 - J$30,000.

1.   Objectives

Main Objectives
1. Revitalize and introduce agricultural programmes in primary and secondary schools
2. Expose students to practical agricultural applications through on farm demonstrations
3. Support school feeding programmes to generate income for schools
4. create awareness among students about the importance of agriculture to the Jamaican economy

2.   Target Group
Students in primary, secondary and high schools.
RADA aims to generate interest and involvement in agro-related projects from as early as 9 years old, anticipating that this interest would be carried over into adult life.

3.   Entry Requirements
No specific entry requirements.

4.   Scope and Organisation
Training for the programme is significantly demand driven. Often the school decides on the area of focus for the project and RADA extension officers provide the necessary training and assistance in project proposal preparation and in the implementation of the project. The Agricultural Science teacher or a senior teacher in the schools are integrally involved in supervising the project.

The majority of schools are involved in poultry and vegetable projects.

5.   Coverage (Numbers enrolled/reached)
Currently, 39 schools in 10 parishes[5] participate in the Revolving Programme.

---

[5] The 10 parishes are:- St. Andrew, Portland, St. Thomas, St. Mary, St. Catherine, Clarendon, St. Ann, Manchester, St. Elizabeth, Hanover.
- Information on the number of students currently involved in programme unavailable.
- System to track students does not exist at present.

6. Source of Funding

For the revolving loan programme, funds/sponsorship are sought from the private sector, members of parliament, etc., and schools access funds through a revolving loan scheme.

7. Linkages

No 'formal' linkages.

1. In high schools students use existing school project as part of their CXC School Based Assignment (SBA), where applicable.
2. Funding is sought and acquired from the private sector
3. Members of Parliament are approached to assist with funding of projects in their parish/constituency.

8. Benefits to participants

Students who had participated in the programme have access (once they matriculate for the particular institution) to scholarships[6], to continue studies in agricultural institutions such as CASE, Elim, Knocala and University of the West Indies. To date twenty six (26) such scholarships have been awarded.

---

[6] Currently the major scholarships are (a) Two, three year scholarships to CASE, funded by the Bank of Nova Scotia. (b) Two, two year scholarships to the UWI, funded by Trafalgar Development Bank.

Name of Programme: Youth in Agriculture

Agency Responsible for Management: The Ministry of Agriculture

Background/Institutional Information:
The Youth in Agriculture programme was recently (earlier this year) restructured and linked with the RADA School in Agriculture Revolving Programme.

1. Objectives
The programme aims to:-
- promote and develop excellence in agriculture among youth
- create an awareness of the need to improve agricultural activities in order to ensure food security and economic stability
- encourage the involvement of young persons in the study and practice of agriculture.

2. Target Group
The programme targets young people at various levels.
- It targets young persons at the primary and secondary levels in the education system
- At the community club level, it targets persons in the 18-35 year age group
- There are also programmes for individuals outside of the above target areas.

(**NOTE**: The programme does not focus on individual youth membership, but on organisations which have or promote programmes which involve the participation of young people in agriculture).

3. Entry Requirements
To become involved in the programme an organisation must have or promote programmes which involve the participation of young people in agriculture.

4. Scope and Organisation
There are some seven major activities, some of which are operational at the school level, and others at the community/club level. The seven activities are:-

: Essay competition	: Poster competition
: Public speaking competition	: Food Technology competition
: Agricultural quiz competition	: School Farm competition
: Champion School Award	

Training is provided according to the needs of the communities/clubs or schools, depending on the projects which are being implemented. RADA extension officers are integral to the training process.

5.   Coverage (Numbers enrolled/reached)
Data not available.

6.   Source of Funding
The programme is funded through the national budget as well as by assistance from international agencies.

7.   Linkages
There are links with
- International agencies such as the Inter-American Institute for Cooperation on Agriculture (IICA) provides technical support and training.
- The private sector and the Ministry of Education and Culture.
- The Jamaica Agriculture Society: Participants are involved in JAS activities, such as the Denbigh Agriculture Show. The first day of the Denbigh Show is designated Youth in Agriculture Day.

8.   Benefits to participants
Scholarships are offered for participants to pursue further education at agricultural institutions, such as CASE, UWI.

9.   Indicators of success
No information available.

Name of Programme: Jamaica 4-H Clubs

Agency Responsible for Management: The Jamaica 4-H clubs operate out of the Ministry of Agriculture. It is a statutory organisation.

Background/Institutional Information:
The Jamaica 4-H organisation started in 1940, under the aegis of the Jamaica Agricultural Society.

1. Objectives
The Jamaica 4-H movement seeks to mobilize, educate and train young people, in the areas of agriculture, homemaking, leadership and social skills, which will prepare them for careers in agriculture and agro-related occupations.

2. Target Group
Individuals in the 9 - 25 year age group.

3. Entry Requirements
No specific entry requirements.

4. Scope and Organisation
Training is conducted at two major levels - through clubs and training centres.

i.   At the **club level** training projects are implemented in schools, homes and communities

ii.   **Training Centres**: At this level there are 10 training centres islandwide, which focus on agricultural production and training in related skills.

A credit programme to provide concessional rates for self employment activities has been established.

5. Coverage (Numbers enrolled/reached)
In 1998 there existed 951 clubs[7] with recorded membership of 57,355 persons. (female 34646; male 22709).

6. Source of Funding
The organization receives funds from the national budget. In 1999/2000, J$40.731M was allocated. (Recurrent expenditure).

7. Linkages
While there are no 'formal' linkages, the 4-H clubs work closely with schools and at the community level.

---

[7] In 1998, the number of clubs increased by approximately 45% over that of 1997 (655 clubs).

C. MINISTRY OF LOCAL GOVERNMENT, YOUTH AND COMMUNITY DEVELOPMENT

Name of Programme: SPECIAL TRAINING AND EMPOWERMENT PROGRAMME (STEP)

Agency Responsible for Management:
Social Development Commission (SDC)

Background/institutional Information:
The STEP programme was initially established in the Ministry of Education, Youth and Culture, and located in the Social Development Commission.

1. Objectives
General Objectives:
To help out-of-school young people to acquire appropriate skills and attitudinal adjustment necessary to gain entry and participate in the labour force.

Specific Objectives
i.   To assist displaced youth in acquiring marketable skills for employment.
ii.   Provide relevant vocational and entrepreneurial training for participants engaged in SDC's income generating projects.
iii.   Ensure accredited certification for participants in all vocational training programmes provided by SDC.
iv.   Develop non-traditional training programmes to meet existing needs provide a holistic approach to development through essential life coping skills and remedial education where necessary.

2. Target Group
Out-of-school, unskilled and unemployed individuals in the age group 18 - 35 years.

3. Entry Requirements
For Vocational Training: Achievement of Grade 9 educational level.

Community Enterprise Development Training: No academic standard of entry required.
However tests would be administered to determine performance levels and specific programmes designed depending on participants' levels and needs.

4.   Scope and Organisation

STEP has two components

i.   Vocational Training

ii.   Community Enterprise Development Training

Vocational Training: Aimed at equipping participants with employable skills and training in the areas of Garment Construction, Hospitality, Cosmetology, Clerical Receptionist, Information Technology. Garment Construction and Hospitality are the most popular skills offered. Training is conducted over a six to nine month period at the STEP centres.

Community Enterprise Development Training: Provides training based on demand generated by opportunities in the job market and/or entrepreneurial activities at the community level. Training is provided for all participants in projects being implemented or supported by the SDC. Remedial Mathematics and English are also offered.

Both components offer training in 'Life Coping Skills'.

5.   Coverage (Numbers enrolled/reached)

Currently approximately 431 individuals are enrolled in six STEP centres across the island. (See Table 13 for details).

In Community Enterprise Development there are approximately twelve projects in operation in ten parishes. (See Table 14 for details).

6.   Source of Funding

The programme is funded from the government budget. For the period 1997/98 the estimated cost of the programme was J$170 million.

7.   Linkages

HEART is involved in testing and evaluation at some levels. Successful participants receive NCTVET certification, and can apply for entry into HEART Academies.

8.   Benefits to participants

In the Vocational Training component, successful participants receive a certificate of competence from the NCTVET and a transcript. Unsuccessful candidates receive only a transcript.

During training participants receive a stipend of J$200.00 weekly.

9.   Indicators of success

No information available.

Table 13:   STEP CENTRES IN OPERATION AND POPULATION ENROLLED

PARISH	CENTRE	POPULATION ENROLLED	SKILLS OFFERED

Kingston	McIntyre	82	1. Hospitality
			  - Food Preparation
			  - Food & Beverage
			  - Housekeeping
			2. Garment construction
			3. Cosmetology
			4. Receptionist

	Hanover Street	40	1. Clerical Receptionist 2. Information Technology
St. Elizabeth	Newtown	67	Hospitality - Food Preparation - Food & Beverage - Housekeeping
Westmoreland	Petersfield	22	Garment Construction
St. Catherine	Spanish Town	100	Hospitality
St. Ann	Brown's Town	60	Hospitality - Food Preparation - Food & Beverage - Housekeeping
St. Mary	Cape Clear	60	Hospitality - Food Preparation - Food & Beverage - Housekeeping

Table 14: Community Enterprise Development Training Projects In Operation

PARISH	PROJECT	SKILLS
Kingston	Riverton	Bee Keeping
St. Catherine	Jamworld	Landscaping & Performing Arts
Clarendon	Waltham	Basket Making
Manchester	Mile Gully Comfort	Coffee Farm Bammy Making
St. Thomas	Richmondvale	Banana & Plaintain Chips
Portland	Passley Gardens	Hatchery
St. Mary	Highgate	Doll Making
St. Ann	Watt Town	Garment Construction
Westmoreland	Meylersfield Bethel Town	Inland Aquaculture Bee Keeping
St. James	Flag Staff	Community Tourism

Data on the number of persons participating in and benefitting from programmes not available.

Name of Programme: THE NATIONAL YOUTH SERVICE (NYS)

Agency Responsible for Management: The National Youth Service

Background/Institutional Information
The National Youth Service (NYS) is a strategy of the National Youth Policy. First established in 1973, the programme became inactive in 1984, but was relaunched in 1995. Over the years as the national socio-economic environment changed, requisite adjustments have been made to the programme. In 1998 the National Youth Service Act was passed in Parliament making the NYS a statutory body.
In 1998 organisers commenced on a restructuring of the NYS, aimed at better meeting the ever changing needs and challenges facing young people in Jamaica.

The NYS falls in the Ministry of Local Government, Youth and Community Development.

1. Objectives
The major objective of the NYS is 'to create a cadre of patriotic young people, who are well socialised, who offer voluntary service in the pursuit of a national objective'.

Other Objectives include
i.   To effect attitudinal change by re-socializing young people with a focus on the disciplines of punctuality, decorum, dress.

ii.   To instill and increase a sense of national pride in young people through service to their country.

iii.   To expose young people to the world of work, and so assist them to identify a career path, and opportunities for self development and further education, and ultimately employment.

2. Target Group
Young persons between ages 17 - 24 years who are unemployed and not enrolled in an education institution.

3. Entry Requirements
Entry requirements for the various sub-categories are as follows:-
Cadet Corps: A minimum of four subjects at CXC Level 3 or four GCE O'levels, grade C.
Education Corps: Four subjects at the CXC or GCE levels
Community Services Corps: Minimum of three passes in CXC or GCE O'level subjects
Information Technology: A test (This programme becomes operational in 2000).

4.   Scope and Organisation
The programme provides training in the areas of (1) Education Corps; (2) Community Services Corps (3) Cadet Corps (4) Information Technology (to commence in year 2000).

The programme is implemented in two phases.
Phase 1 comprises 4 weeks of residential training during which participants are exposed to courses in discipline, socialization and guidance and counseling. Participants are also exposed to specialised training related to the career path chosen. Such exposure is critical in assisting them while on placement.

Phase 2 Participants are placed in private or public sector organizations for a 9 to 12 month period. During this time they will be exposed to specially oriented core curricula, depending on their choice of career path.

5.   Coverage (Numbers enrolled/reached)
For the period 1995 - 1998 approximately 9544 persons participated in the programme. Since 1997 some 2511 participants graduated from the programme. (See Table 15 for details).

6.   Source of Funding

The NYS is funded by the National Budget. In 1999/2000 J$98. 386M was allocated.

7.   Linkages
There is collaboration with the SDC and the Jamaica Defense Force.
The NYS collaborates with a variety of Government and non-governmental entities in the conduct of training as well as in the area of placement for work experience. Other government entities include the Ministry of Education and Culture, the Social Development Commission, Jamaica Defense Force, Jamaica Constabulary Force.

8.   Benefits to participants
During Phase two of the programme participants receive a stipend of J$1800.00
Pre-Graduation Benefits During Phase 1 (orientation) participants can participate in:
        Opening of B.N.S. account
        N.I.S. and T.R.N. registration
        N.H.T. registration

Post Graduation Benefits
        N.H.T. bonds equivalent to 100 points
        Assistance to attain matriculation for tertiary institutions
        Financial assistance for tertiary education
        Recommendations for access to P.C. Banks and loans for agricultural purposes

Priority for employment from government institutions and private sector where they meet required qualifications.

9. Indicators of success

Many graduates of the NYS go on to further their development and attend teachers colleges, and other tertiary level organisations.

Table 15:   Parish Breakdown of NYS Graduates since 1997

PARISH	Batch 4 - 1997	Batch 1 - 1998	Batch 2 - 1998	Batch 3 - 1998/99	TOTAL
Hanover	48	30	30	24	136
Portland	48	34	29	28	139
Manchester	81	64	45	37	227
Trelawny	44	34	26	32	136
St. Elizabeth	50	34	43	32	159
St. Ann	79	34	35	27	175
St. Mary	57	40	37	19	153
Westmoreland	52	33	34	33	152
Kingston & St. Andrew	125	128	101	74	428
St. Thomas	45	37	29	26	137
Clarendon	79	61	61	53	254
St. Catherine	76	72	62	83	393
TOTAL	818	633	565	495	2511

Source: NYS Annual Report Ending April 1999

Name of Programme: Youth Information Centre

Agency Responsible for Management: Social Development Commission

Background/Institutional Information:
The Youth Information Centre (YIC) was developed by the Youth Division of the Ministry of Local Government, Youth and Community Development in November 1998.

1.   Objectives
General Objective: To provide young Jamaicans with information about programmes and opportunities available to them. Information is provided

2.   Target Group
The centre targets young persons 15-29 years, in or out of school. Basically any young person in need of information on opportunities which will contribute to furthering their development.

3.   Entry Requirements
N/A

4.   Scope and Organisation/Programme
Presently there is only one centre located in the Kingston Metropolitan Region. As currently organised, young people can call in or walk into the centre and seek information as required. Personnel from the centre also visit schools, any activity/function where young people are represented and present displays, etc on its work. Institutions can request visits from centre personnel to make presentations. The centre also refers callers to the relevant organisation depending on their request.

The Centre provides information on training and educational services, financial assistance and economic enterprise opportunities, available counseling services, programmes for youth participation or exchange.

5.   Coverage (Numbers enrolled/reached/graduated)
During the period of April to October 1999, a total of 133 persons contacted the YIC seeking information.

6.   Source of Funding
The Centre is funded from the national budget, through the Ministry of Local Government, Youth and Community Development.

7.   Linkages
The Youth Information Centre links with a number of secondary schools, and other agencies which provide services for young people.

8.   Benefits to participants
Persons seeking information are referred to agencies which directly address the particular need.

Name of Programme: UPLIFTING ADOLESCENT PROJECT (UAP).

Agency Responsible for Management: Development Associates (DA), a firm of management and governmental consultants.

Background/Institutional Information:
The UAP is a five year (1996-2000) development project sponsored jointly by the Government of Jamaica and the USAID Mission to Jamaica.

In implementing the project DA provides technical, training, and operational research assistance to eligible Jamaican non-governmental organizations (NGOs), which provide the hands-on element of the implementation.

1.   Objectives
To improve the social and job skills of Jamaica's at-risk youth so that they may become more responsible and productive citizens.

2.   Target Group
At risk youth (in and out of school) between the ages of 10-18 years. The main focus being on the 10-14 age group. Initial numbers targeted for participation in the project: 11000 individuals.

3.   Entry Requirements
Dependent on the requirements stipulated by the particular NGO.

4.   Scope and Organisation
Two major components of the UAP are, the delivery of services to adolescents and the strengthening of Jamaican NGOs.

The delivery of services to adolescents comprise the core of the project. Services are delivered in the four technical areas of (1) Literacy and remedial education;   (2) Personal and family development;   (3) Reproductive health;   (4) Pre-technical and vocational training
These services are delivered by fifteen (15) Jamaican NGOs, in 9 parishes[8] across the island.

The strengthening of the NGOs seeks to help them improve their managerial capabilities; improve or expand their programme capabilities and delivery packages of services to adolescents. This is accomplished through a range of local training programmes, conducted by local personnel from various institutions. In addition NGOs are sponsored on observational travel tours in the United States, to visit similar organizations and programmes for at-risk youth, and to develop net works and alliances.

---

[8] NGOs participating in this project work in the nine parishes of Kingston, St. Ann, St. Mary, St. Catherine, Clarendon, St. Thomas, Portland, St. James, Westmoreland.

5.   Coverage (Numbers enrolled/reached)

Enrolment 1996-1999 (April) : approximately 13,800 persons.

6.   Source of Funding

The UAP is funded by the Government of Jamaica and USAID Mission to Jamaica

7.   Linkages
- JAMAL has assisted with training. Teaching literature produced by JAMAL used in remedial training.
- The actual implementation of the programme is administered by Jamaican NGOs
- A wide array of Jamaican expertise is used in the conduct of training.

8.   Benefits to participants

Participants reflecting improvement in educational levels are assisted to return to the formal education system.

9.   Indicators of success
- Participants from programmes have been returned to the formal education system.

D. MINISTRY OF EDUCATION AND CULTURE

Name of Programme: HEART ACADEMIES

Agency Responsible for Management:
Human Employment and Resource Training Trust (HEART Trust/NTA)

Background/institutional Information:
The HEART Academies fall under the aegis of the HEART Trust.

The Human Employment and Resource Training (HEART) Trust was established by an Act of Parliament in 1982. The Trust operates under the Ministry of Education and Culture and is administered by a Board of Directors.

1. Objectives
The programme in the academies offers skill-training to out of school youth, and also seeks to meet the employment demands of industry.

2. Target Group
Enrolment in academy programmes is open to young persons 17 years or older. There is no upper age limit, however few persons above the age of 30 years apply. The lower age limit is modified to accept students who are 16+ years, where such students would be 17 years old on completion of the course of training.

3. Entry Requirements
For admission to Level 1 courses, the attainment of a grade 9 educational level or its equivalent. Applicants for Levels II and III must satisfy NCTVET requirements.

4. Scope and Organisation
In the Academies training is highly skewed towards vocational skills and is complemented by related academic skills.

Presently there are ten (10) academies operating throughout the island, offering training in a variety of skills. The skills covered include cosmetology, hospitality, garment construction, agriculture, commercial business skills, auto mechanics, construction skills.

Currently five academies offer residential and non-residential programmes. Five offer non-residential programmes only.

The duration of training depends on the area of study. However, the majority of programmes run for nine to twelve months. An important exception is the National Tool and Engineering Institute where

training is for a period of three years.

5. Coverage (Numbers enrolled/reached)

In 1998 approximately 8885 trainees graduated from HEART academies, in the follow skills areas:-

- Building skills : 1061
- Apparel and Sewn Products
  Skills : 2543
- Cabinet Making : 153
- Commercial Skills : 1750
- Hospitality Skills : 1469
- Agricultural Skills : 278
- Cosmetology : 357
- Maritime : 55
- Art and Craft Skills : 384
- Industrial Maintenance Skills : 245
- Automotive Trade Skills : 419
- Small Appliance Repairs : 43
- Other : 128
- **TOTAL** **8885**

6. Source of Funding
Funding for the Academy programme is provided through the HEART Trust, with compulsory contributions from eligible companies (with a monthly payroll exceeding J$14,444.) and assistance from international agencies.

7. Linkages
HEART academies have close links with firms in the private sector and industry in general.
There are also linkages with the Apprenticeship programme run by HEART. Graduates from the Academies who are interested can enter the Apprenticeship programme.

8. Benefits to participants
Certification: On successful completion of training, participants receive certification from the NCTVET.
During training trainees receive an allowance.

9. Indicators of success
Graduates from HEART academies report higher rates or employment than non-graduates.

209

HEART ACADEMIES include

- the Jamaican German Automotive School (JAGAS)
- the National Tools and Engineering Institute (NTEI)
- Stony Hill Academy
- Garmex Academy
- Portmore Academy
- Runaway Bay Academy
- Kenilworth Academy
- Ebony Park Academy
- Cornwall Automotive Training Institute
- School of Cosmetology

HEART VOCATIONAL TRAINING CENTRES (VTCs)

The VTCs have similar objectives, entry requirements, and source of funding as the Academies. However, the VTCs are more flexible in their operations and in some instances provide pre-vocational and continuing education, for persons who do not meet the matriculation requirements for Level I at the Academies. There are 16 VTCs which offer institutional based training islandwide.

Name of Programme: SCHOOL-LEAVERS OPPORTUNITY PROGRAMME (SL-TOP)

Agency Responsible for Management: HEART TRUST/NTA

Background/Institutional Information:
Established in 1982, SL-TOP is designed to improve productivity by upgrading school leavers' skills through on-the-job training. SL-TOP works with employers to provide and certify training programmes within their organizations.

1.   Objectives
Provide job placements for school-leavers in private and public sector agencies. Thus bridging the gap between school and work and helping participants to acquire skills through on-the-job training, and gain employment.

2.   Target Group
Unemployed graduates of secondary schools between ages of 17 and 23 years.

3.   Entry Requirements
Minimum of two passes in recognised external examination such as CXC (Level 3 accepted), GCE. Alternatively at least two passes, at Levels 3, 4, or 5, in SSC.

4.   Scope and Organisation
Individuals accepted into the programme first receive an intense two day orientation to prepare them for the interview (meeting the employer) and for the workplace experience.
Placement lasts for between 1 to 3 years, depending on the skill area.
Each trainee has a Placement and Monitoring Officer who visits the trainee on the job to ensure that both trainee and employer are satisfied with the progress of the placement.

5.   Coverage (Numbers enrolled/reached)
As at September 1999, 2,118 participants were enrolled in the programme.

6.   Source of Funding
The programme is funded through the HEART Trust, through subventions from private companies.

7.   Linkages
There are strong linkages with a number of public and private sector entities.

8.   Benefits to participants

Certification: On successful completion participants receive Level I or II certificate from the NCTVET.

During placement trainees receive an allowance which is paid by the firm.   The amount of this allowance depends on the firm.

Trainees are covered under an insurance scheme operated by HEART.

9.   Indicators of success

The programme is highly accepted by employers, who seek out trainees from the programme, particularly for entry level staff.

E.   MINISTRY OF NATIONAL SECURITY AND JUSTICE

Name of the Programme: Police Youth Clubs

Agency Responsible for Management:
The Ministry of National Security and Justice, through the Jamaica Constabulary Force Community Relations Department.

Background/ Institutional Information:
The Police Youth Club movement came into being as a consequence of growing family feuds in the community of Sandy Bay, Hanover. The first youth club was organized and launched in the same community on May 5,1954.

1.   Objectives:
The **objectives** of the Police Youth Clubs are to:

i.   Develop the mental physical, emotional and spiritual capacities of members that they may grow to full maturity as useful citizens of the Jamaican society.

ii.   Promote programmes, which will improve the relationship between young people and the Police.

iii.   Provide means for training the youth in the area of Sports, Drama, Art and Craft and First Aid.

iv.   Collaborate when and where possible with all organizations endeavouring to foster the development of youth.

v.   Plan and implement fundraising programmes to maintain the life and growth of the clubs.

2.   Target Group:
Membership is open to persons between 7 and 25 years. Persons over the age of 25 are referred to as associate members.

3.   Entry Requirements:
Young persons who are interested and willing to interact with other youth and promote positive values.

4.   Scope and Organization:
The mandate of the Police Community Relations Branch is to improve relations of the Police and the Community through the planning and implementation of community outreach programmes, seminars, summer camps, and training workshops. The youth clubs serve as an important vehicle in building and maintaining good police community relations.

5.   Coverage:
Over three hundred (300) police youth clubs have been launched, current membership is approximately 20,000 islandwide.

6. Source of Funding:
Membership dues and fundraising activities carried out by individual clubs.

7. Linkages to other Programmes:
SDC and other youth and community groups.

8. Benefits to participants:
- Leadership training and development, training in the areas of sports, drama, art and craft and first aid.
- Members have benefitted from financial assistance to attend various educational institutions up to the tertiary level.

9. Indicators of Success:
- Improvement in social interaction between the police and members of the public through the youth clubs.
- Members of the Police Youth Clubs have joined the Jamaica Constabulary Force (JCF), the Jamaica Defence Force and the Island Special Task Force.
- Through the JCF employment has been secured for over three hundred club members.

Name of the Programme: Second Chances Programme

Agency Responsible for Management:
The Jamaica Constabulary Force (JCF) is responsible for the programme but since 1998 there has been a joint partnership with the HEART/NTA, in the operation of the programme.

Background/ Institutional Information:
The programme began with a pilot in August Town in 1997 and expanded to other communities in 1998. It emerged out of two practica done by a member of the JCF while studying at University of the West Indies (UWI). During the course of study it was found that in a some communities, there were many young people who had dropped out of the school system, living in poverty, who had low self-esteem and needed a second chance in life.

1.   Objectives:
The programme seeks to empower youth and young adults in the deprived communities so they can live more productive lives.

2.   Target Group:
Out of school youth, up to age 30, unemployed, without a skill, particularly those who cannot meet the HEART standard.

3.   Entry Requirements:
Persons who have an interest in the programme and in acquiring a skill are the basic requirements. (There are no limitations like literacy.)

4.   Scope and Organization:
The HEART curriculum is utilised and training duration depends on the skill area (but is at least 10 weeks, 5:00-8:00p.m. in the evenings). Skill areas offered include photography, floral arrangement, basic computing, carpentry, joinery, welding and mechanics. Other components include life skills, personal development and sports. Most of the resource persons are members of the police force; others are drawn from volunteers in the community and HEART.

5.   Coverage:
There are 300 persons in the programme with 100 graduates so far. The programme operates in communities within two broad areas: Matilda's Corner, Mona, Papine, August Town in one area; and Half-Way-Tree, Cross Roads, Stadium Gardens and Down Town Kingston comprise the second area.

6.   Source of Funding:
Funding comes from JCF, from HEART and Kellogg Foundation.

7.   Linkages to other Programmes:
HEART/NTA and the community groups. Formal links are expected to be made with Social Development Commission (SDC).

8.   Benefits to participants:
Acquisition of a skill and certification (a Second Chance certificate from HEART)

9.   Indicators of Success:
The programme has been extremely successful, no dropouts (one person migrated and another met in an accident). Some persons have received short-term contractual employment as photographers, and those trained in floral arrangement are employed during the Christmas period.

Concerns:
Need to explore placement and job opportunities for participants, as well as, expand the programme to engage other young people in other communities. More funding for the programme is needed as well as a marketing component to be included in the training, to assist participants in distributing their products.

NON-GOVERNMENTAL ORGANISATIONS WORKING WITH AT RISK YOUTH

The RURAL FAMILY SUPPORT ORGANISATION

The **RURAL FAMILY SUPPORT ORGANISATION** of Clarendon which was officially launched in October 1996, had its beginning in 1986 as the May Pen Women's Centre. With a mission to "undertake child care training programmes for families and care givers, and to provide guidance and counseling to male and female adolescents in Jamaica's rural communities", the organisation has sought to implement programmes which address the needs of adolescent mothers, their families and babies. In 1995 a programme to meet the needs of adolescent males in the community was established. Presently the organisation operates the following programmes in the parishes of Clarendon and Manchester.
1.   Teen Mothers Project (TMP)
2.   Clarendon Youth Development Programme (CLAMM)
3.   Male Adolescents Programme (MAP)
4.   Roving Care Givers
5.   Day Care Training

Name of Programme: Teenage Mothers Project (TMP)

Agency Responsible for Management : The Rural Family Support Organisation

Background/institutional Information:
This project started in 1986 as the May Pen Women's Centre. Then the main focus was to decrease the number and frequency of teenage pregnancies in the parish of Clarendon. At that time the project was funded mainly by the Bernard van Leer Foundation, with collaboration of the Government of Jamaica and the University of the West Indies, Mona. Later in 1989, the programme was extended to include young women between ages 17-24 years who had dropped out of school. The TMP now operates a satellite programme in Old Harbour.

1.   Objectives
The main objectives are to assist/help young mothers:-
—   come to terms with their pregnancy and the many and varied repercussions.
—   rebuild the relationship with parents/family and peers
—   to rebuild and develop self esteem and self image
—   to identify options and chart a way forward, identify a career path and acquire marketable skills
—   learn how to care for their young child/children and be better mothers

2.   Target Group
Young women who have become pregnant while attending school, and welcome the opportunity to continue their personal development and education. Young women who have dropped out of school.

3.   Entry Requirements

Young women not more than 17 years old. Must have been attending school at the time of becoming pregnant. Must be living at home or with some responsible adult. Recommendation from school attending when pregnancy occurred.

4.   Scope and Organisation

The training offered in the project represents a combination of the Centre's programme and HEART's Level 1 community based curriculum. The skills areas taught are (a) Garment Construction and Embroidery[9]   (b) House-keeping and Food Preparation. In addition there is a strong counselling/attitudinal adjustment/building self esteem training component.

Participants receive three weeks of placement in July after they have completed the taught section of the programme inclusive of examinations.

Training lasts for approximately one year.

5.   Coverage (Numbers enrolled/reached)

Currently there are 55 students enrolled in the programme.

6.   Source of Funding

The programme is funded via the HEART Trust and from fund-raising activities carried out by the Rural Family Support Organisation.

7.   Linkages

While there are no formal linkages, the organisation networks significantly within the community. The organisation links with guidance counsellors in schools in the parish, to share information on the needs identified by young mothers who had to drop out of school.

8.   Benefits to participants

On successful completion of training participants receive the Level 1 (NCTVET) certificate.
During training participants receive all allowances provided to HEART trainees.

9.   Indicators of success

There is no formal tracking of students after they have completed their training. However past participants regularly keep in-touch with the staff at the Centre.
Many participants go on to further their studies at the teachers' college level and in nursing.
Some have been able to enter HEART Academies for training at Level II.
In 1995/96 the Teenage Mothers Project received the HEART award for best community based

---

[9] Students are examined by HEART in Garment Construction and House Keeping only. The other skills areas Embroidery and Food Preparation are provided by organisers of the programme, who feel that participants stand a better chance of gaining employment or creating employment for themselves, if they have a wider range of complementary skills.

programme in Clarendon.

Concerns

Absence of attitudinal adjustment/counselling/building self esteem training component in HEART's training curriculum.

One year does not allow for inclusion of realistic placement of participants.

Limited physical space impacts negatively on discipline and more direct one to one contact during training.

General Comments

The programme offering is constrained by the lack of physical accommodation and limited funding and equipment. Presently classes are held in buildings located at the Denbigh Show Ground, May Pen. The buildings used are on loan from a number of organisations (Grace Kennedy, the Fisheries Division, etc.). A building is rented from the Jaycees of Jamaica. The organisers of the programme regularly refuse entry, due to lack of facilities, to persons interested in participating int the programme.

The HEART training does not include training in 'Personal and Family Development', which focuses on rebuilding and or strengthening of self image and esteem, developing social communication skills, working with parents or responsible adults and participants to develop their communication.

Identified strengths of the programme include networking with other organisations in the community; involvement of parents or guardians in work activities of participants; holding of regular parenting meetings/sessions; provision of a cooked lunch to participants at minimal cost.

Name of Programme: Male Adolescent Programme (MAP)

Agency Responsible for Management: Rural Family Support Organisation

Background/Institutional Information:
MAP was officially launched in June 1994. This programme grew out of the need of the Urban Family Support Organisation organisers to involve the 'baby fathers' of the young mothers participating the Teenage Mothers Project. First a Men's Club was formed, which grew into the Clarendon Men's Movement (CLAMM) established in 1993. Members of CLAMM concerned about the many young men living and working on the streets of May Pen, initiated MAP to help these young men to acquire a skill and develop themselves. One year after its inception the programme included young men who had dropped out of the formal school system.

1. **Objectives**
i.   To develop in the young men self-awareness, self-understanding, positive attitudes and a sense of responsibility about life.
ii.   To help them to develop economic independence through skills training and further academic education
iii.   To provide business training in basic business skills so they can manage income generating projects
iv.   To help young men develop awareness of parenting concepts, thus enabling them to become more effective and responsible fathers
v.   To train young men in leadership qualities, and to provide role models for young boys in Clarendon and the wider society

2. **Target Group**
Students graduating from All-age schools at age 15-16 years and are too young to access HEART training.
Young men leaving the primary education level without the necessary academic skills to enter comprehensive and high schools
Young men leaving the secondary schools without employable skills, or academic qualifications to further their education
Young men who live and work on the streets of May Pen and seem headed for a life crime and violence.

3. **Entry Requirements**
The entry requirements are quite flexible. They include recommendations from community leader and absence of criminal records.

4. **Scope and Organisation**
The programme lasts for a duration of 9 months.
The programme is divided into two main areas - an orientation period of 4 months and a skills training period of 5 months. During the orientation period participants are exposed to an integrated curriculum, as well as, counselling and personal development training. The integrated curriculum

focuses on improving the three Rs in a way which provides direct links to life and life skills. In counselling concentration is on personal development, communication, relationships, attitudes and values.

During vocational skills training the focus is on developing competencies in life skills of tailoring, Leather craft, barbering, woodwork, repairs of small appliances.

5. Coverage (Numbers enrolled/reached)

Currently there are 85 young men enrolled in the programme, fifty in the vocational training and 35 in the remedial and pre-vocational group.

6. Source of Funding

Presently the programme is funded through SKILLS 2000 and the Uplifting Adolescent Programme (the remedial and pre-vocational group), and fund-raising initiated by the Rural Family Support Organisation.

7. Linkages

The programme is linked to the Clarendon Men's Movement (CLAMM), and to the Teenage Mothers Project - TMP (some participants are fathers of the children of the young mothers in the TMP). The training in skills areas is conducted using HEART curriculum. Discussions are in progress with HEART to award successful participants with NCTVET Level 1 certificates.

8. Benefits to participants

Products produced by participants are sold through a thrift shop operated by the organisation, participants receive a portion of the earnings.

9. Indicators of success

At the end of the programme participants who would have started the programme with below average standards in the 3 Rs are able to competently master these areas. Some are able to become apprentices to small employers in the community.

Concerns

Being linked to SKILLS 2000 and HEART, organisers are concerned that HEART's training does not include attitudinal and guidance counselling courses.

They are also concerned about the duration of the programme. Nine months is too short a time period to initiate significant attitudinal changes and develop adequate competency in a skill area, considering the below standard level at which many participants enter the programme.

General Comments

The provision of a hot meal (with minimal contribution to costs by participants) contributes to improved attendance by participants. The linking of others programmes operated by the organisation seems to enhance the overall offering and stimulate participation of trainees.

Name of the Programme: Girls Town Jamaica

Agency Responsible for Management:
Girls Town Jamaica, is a voluntary organisation, managed by a Voluntary Board of Directors, including a representative from HEART/NTA.

Background/ Institutional Information:
The institution was founded and established in 1965 by Mrs. Odette Josephs. Mrs. Josephs, a business woman and social worker, who conducted voluntary missionary work in the depressed communities of the corporate area, felt inspired to establish the institution in order to help young women who were less fortunate.

1.   Objectives:
To ensure that young women who complete the programme of training, are equipped with marketable, as well as social skills, which would assist in their overall development and in their preparation for the world of work.

2.   Target Group
The programme targets young women 15 and 16 year old, particularly graduates from the All Age and Comprehensive high schools

3.   Entry Requirements:
Young persons must be between the ages of 15 and 16 inclusive, sit an entrance examination, pass the grade nine level HEART test.

4.   Scope and Organization:
The programme provides skills training in three areas:- food preparation, garment construction and cosmetology. The curriculum used is HEART/NTA and the participants are certified by HEART. The duration of the programme is two years, the first year for academic upgrading and the second year for skills training.

5.   Coverage:
Presently, there are three first year and three second year groups in training, both years totaling about 150 students.

6.   Source of Funding:
The programme is totally funded by HEART/NTA under one of its special community projects.

7.   Linkages to other Programmes:
There are linkages with the Council of Voluntary Social Services (CVSS), Independent School Association, JAMAL, Learning for Earning Activities Programme (LEAP), People's Action for Community Transformation (PACT), the Boulevard Baptist Church HEART/NTA skills training centre, Kiwanis Club-all female group, youth clubs and other groups.

8.   Benefits to participants:
On the job training, a Certificate of completion from Girls Town and certification from HEART/ NTA.

9.   Indicators of Success:
Graduates of the programme have gone into entrepreneurial businesses; the drop-out rate in 1997/98 improved and stood at 10-15%. Generally, the pass rate in the skills areas of food preparation and cosmetology is approximately 70% and 80% respectively.

Name of the Programme: Women's Centre of Jamaica Foundation (WCFJ) - Adolescent Mothers Project.

Agency Responsible for Management:
The Women's Centre of Jamaica Foundation (Popularly referred to as the Women's Centre).

Background/ Institutional Information:
The Women's Centre was established in January, 1978 with one location in Kingston. Currently there are seven Centres. Initially established under the auspices of the bureau of Women's Affairs, in 1991 it changed status to a limited liability company. The Women's Centre Foundation of Jamaica is managed by a Board of Directors, responsible to the Ministry of Labour, Social Security and Sports.

1.   Objectives:
The Centre aims to:-
(a)   delay second unwanted pregnancies among young women, until completion of their education,
(b)   promote a new approach to the problems associated with teenage pregnancy especially in the area of interrupted education
(c)   improve levels of employment and productivity among young people.

There is a special youth activity programme for adolescents 10 - 14 years of age, which seeks to promote positive life habits; develop their self-esteem, knowledge of sexuality issues, work related skills and acceptable interpersonal behaviour.

2.   Target Group:
The programme targets adolescent mothers, pregnant girls 16 years and under in and out of school.

3.   Entry Requirements:
The requirements to participate in the programme include being 16 years and under and having a first pregnancy. Where the applicant is still in school during the pregnancy, the last school report should be submitted, a passport size photograph and registration fee of $1,000. Applicants entering without being referred by the school should come in with a parent or someone over 21 years and will have to be interviewed.

4.   Scope and Organization:
The scope of the programme includes, walk-in-counselling, skill training, homework programme, counselling clinic for children, medical services and academic instruction.

5.   Coverage:
A total number of 23,866 adolescents have been assisted to date by the Foundation.

6.   Source of Funding:
WCFJ receives funding from GOJ-Ministry of Labour Social Security and Sports, UNICEF, USAID/Development Associates, British High Commission, Royal Fund of Canada, Canadian Cooperative Office, the Mechala Group, Food for the Poor, the Kiwanians, Rotarians among others.

7.   Linkages to other Programmes:
Linkages are made with the UAP, Parenting Partners National plan of Action Committee, UNFPA Adolescent Reproductive Health Programme, Children and Youth at Risk Programme Coordinating Committee, National Family Planning Board Non-Formal Committee, Coalition of Better Parenting, schools and other institutions and agencies.

8.   Benefits to participants:
Participants receive the opportunity to take their CXC examinations at the WCFJ, which is an approved CXC examination centre. Needy participants receive bus fare, others are assisted with school fees. Counselling is provided for the 'baby fathers' who also have the opportunity to sit the CXC Math and English. Some participants receive HEART certification. Upon successful completion of training assistance is provided with job placement.

9.   Indicators of Success:
In Adolescent Mothers programme, a total of 1294 young women continued their education this year (1998), at all Centres.
One hundred and Sixty (160) baby fathers were counselled and some assisted in finding employment or training.
A total of 585 participants in the adolescent mothers programme were returned to the formal school system, placed at Training Institutes or in jobs during 1998.
The programme records a second pregnancy rate of 0.69% islandwide, one of the best in the world for such programmes.

Concerns:
There are still obstacles from principals to get the girls back in school even though WCFJ conducts sensitizing workshops for principals and guidance counsellors. More funding is needed for the programme.

Name of the Programme: Children First

Agency Responsible for Management: Children First.
This is a registered NGO, is run by a board which comprises parents, staff, students, community representatives. An Executive Director manages the day to day operations.

Background/Institutional Information:
Children First started operations in 1989, as the Spanish Town Marginalised Youth Programme. The name was changed to Children First in 1997.

1.   Objectives
Children First aims to work with street children and potential street children to improve their chances for life, enabling them to make positive contributions to their society.
Specific Objectives:
(a)   Help young people improve their levels of literacy and numeracy and secure placement for them in the formal school system
(b)   Work with children and young people to improve their self esteem
(c)   Empower the parents of young people participating in programme
(d)   Equip participants with pre-vocational skills to aid their self development

2.   Target Group
Children ages 10 - 18 years who are street children or potential street children

3.   Entry Requirements
No specific entry requirements.

4.   Scope and Organisation
Children First provide a range of services to young adolescents. The main activities include:-

•   As part of the Uplifting Adolescent Project (UAP) 115 children, ages 10-17 years are enrolled in remedial education, personal and family development and pre-vocational and technical training. Classes are held daily on location at Children First compound in Spanish Town.

•   The Environmental Club
Formed by a group of young people, the club now comprises about 30 persons. Initially the focus was on the environment, this has widened to include a range of community issues including children rights, community drama and general community development.

•   Children First also work with young people in schools, who are potentially at risk.

•   Parents Micro Enterprise
Children First has always sought to work with parents in their attempt to empower children. Currently 34 parents are involved in the micro project. Through a revolving loan project, parents are engaged in chicken and goat rearing, frozen novelties, sewing and craft.

5.   Coverage (Numbers enrolled/reached)

For the current school year Children First are working with 613 young people. 115 are registered in the UAP day programme and the remaining 498 are from schools in the community.

Children First work with four schools in the Spanish Town areas. These schools are:-

a.   Horizon Park Primary and Junior High

b.   Crescent Park Junior High

c.   Spanish Town Primary

d.   Mc Cauley Primary

6.   Source of Funding

Participants in the daily programme contribute a stipend of $500.00 per term

Funding is received under the UAP (this comes to an end in December 2000)

Fundraising activities of the organisation and its board.

7.   Linkages

Children First collaborates with other agencies working with street/working children. They also use the formal system as far as is possible.

a.   Children First uses JAMAL educational teaching and testing material

b.   Participants are forwarded to HEART Academies and/or vocational centres

c.   Participants are returned to the formal education system

d.   Children First links at the community level with reputable tradesmen, civic clubs, the St. Jago High School.

8.   Benefits to participants

Participants receive valuable training which contributes to their emotional and economic development. Assistance is provided where possible to individuals who return to the formal education system.

9.   Indicators of success

During this school year:-

a.   Thirty children were placed in the formal system (eighteen in comprehensive and traditional high schools).

b.   Children First received the Press Association of Jamaica award for Excellent Contribution to Community Development and Street Children in Particular in November 1998.

c.   Four graduates of Children First are currently studying at tertiary level institutions in the United States of America.

General Comments

a. Some members of the environmental club are formally trained in child advocacy, peer counseling.

b. The young people are actively involved in planning and implementing of programmes

c. Children First has recognised the importance of working with parents and guardians to help them acquire economic independence, thus ensuring that they are able to provide the necessary support to children.

d. Children First uses a strong participatory approach to its activity with respect to the young people enrolled in the programme.

e. Weakness identified - failure to adequately document activity, procedures,

f. Children First maintains a close relationship with parents of participants

Name of the Programme: Young Adolescent Empowerment Project

Agency Responsible for Management:
The Jamaica Family Planning Association of Jamaica (FAMPLAN) , is responsible for the day to day operations and implementation of the project.

Background/ Institutional Information:
FAMPLAN has been in operation since 1959, making a contribution to the nation's efforts in population control.
The Young Adolescent Empowerment Project was established in 1997.

1.   Objectives:
The objectives of the Young Adolescent Empowerment Project is include helping adolescents to improve themselves by providing training in the areas of literacy, personal development and remedial education.

2.   Target Group:
Primarily young persons 10-14 years old, as well as, at risk adolescents in and out of school, between 15 and 18 years of age.

3.   Entry Requirements:
Out of and in school youth, between the ages of 10-14 and 15-18 for the special population group.

4.   Scope and Organization:
The Project provides educational and training activities, counseling and reproductive health services in the areas of Family Life Education, Personal Development-building self esteem, Literacy and Remedial Education. The programme utilises the JAMAL curriculum. Parenting workshops are also conducted for parents of participants in the literacy and remedial programmes.

5.   Coverage:
The programme is operational in the following schools/institutions:- Marcus Garvey Technical High School, St. Ann's Bay Primary, Exchange All Age, Annotto Bay All Age, Windsor Girls Home.
At the community level, the programme is operational in Fort George and Cane Lane, Annotto Bay; Windsor and Mount Edgecombe.

Since 1997 the programme has catered to over 1000 participants.

6.   Source of Funding: USAID and GOJ through the UAP.

7.   Linkages to other Programmes:
Mico-Care, JAMAL, HEART/NTA, RADA, Jamaica AIDS Support, NGOs, the schools, churches and other community groups.

8.   Benefits to participants:

Literacy and remedial education, personal development, reproductive health services, counselling and placement in schools.

9.   Indicators of Success:

In 1997/98 thirty six young persons returned to the formal educational system, one returned in 1998/99 and two returned in 1999/2000. The programme in the schools have seen positive changes in the behaviour and marked improvement in the attendance pattern of participants, as reported by teachers.

Concerns:

Lack of co-operation by parents especially for the out-of-school adolescents.

Name of the Programme: YMCA Youth Development Programme

Agency Responsible for Management: Kingston Young Men's Christian Association

Background/ Institutional Information:
YMCA in Jamaica was founded in 1920. The YMCA Youth Development Programme, formerly named the 'Street Corner Boys' Programme was established in 1974. The programme was started then to assist the young boys who wiped the windscreens of passing motorists for a fee, and seemed to spend most of their day and nights on the streets.

1.   Objectives:
To promote the highest welfare of all young men, (and women) both by direct spiritual means, and through social, intellectual and spiritual agencies. Promote the achievement made by special population adolescents of their potential to contribute positively to the social and economic development of Jamaica.

2.   Target Group:
Street children age 14 -17 years old.

3.   Entry Requirements:
Participants are recruited from the street and referrals are also made to the Centre.

4.   Scope and Organization:
The programme offers remedial education classes, as well as training in Personal and Family Development, Reproductive Health, Technical and Vocational Training. The HEART/NTA Skills 2000 Programme continues to provide curriculum advice.

5.   Coverage:
Approximately 190 students have benefitted from the programme.

6.   Source of Funding:
USAID- Uplifting Adolescents Project

7.   Linkages to other Programmes:
Department of Sociology, UWI (Social Work students conduct case studies and group work), the church community, other NGOs[10], HEART/NTA

8.   Benefits to participants:
Leadership training, skills training, a mentoring programme, students are given stipends on a monthly basis from HEART/NTA for food and transportation. A saving account is opened with the National Commercial Bank and the Credit Union for each student.

---

[10] A referral system exists with agencies such as Mico Care, Family Court, Women Center, Policy Community Relations Office, Bethel Baptist Church, among others.

9.   Indicators of Success:
Youth Development Programme (YDP) students participated in the Kingston YMCA's annual camp as counsellors. Through the YDP, approximately 10 children were reunited with their parents, after living away from their homes over a period of five (5) to seven (7) years.
There is a decrease in the number of weapons being brought on the compound.

Concerns:
More sponsorship needed to support the programme.

Behavioural problems continue to some extent, but are being addressed especially using sports as a catalyst to bring the young people together and to enforce discipline in how they relate to each other.

Name of the Programme: Operation Friendship

Agency Responsible for Management:
A registered Limited Liability Company and NGO, Operation Friendship is operated by a Board, which is presently inactive.

Background/ Institutional Information:
Sir Phillip Sherlock established Operation Friendship in 1961. It began as a charitable organization, with strong affiliation to the Methodist Church. The aim at the time was to address the increasing number of inner city young people who were without skills.

1.   Objectives:
Provide and equip inner-city young people with skills that will prepare them for the world of work and self-employment.

2.   Target Group:
Young persons 16 years and over, wishing to acquire a skill, and are able to read and write

3.   Entry Requirements:
Entrance test is done prior to entry.

4.   Scope and Organization:
There are two Centres, located at East Bell Road and Darlington Street.
The East Bell Road Centre has a slow learners programme and operates two shifts. Instructions are given at four levels, using JAMAL's curriculum.

The Centre on Darling Street, in addition to a slow learners programme, provides skills training in sewing, woodwork, and auto-body repair. Since July 1999, the programme provides training in welding, woodwork and sewing - all of which are operated by HEART/NTA, using the HEART curriculum. Certification is given both by HEART and Operation Friendship.

5.   Coverage:
Currently 70 participants are enrolled in skills training. Each of the skill areas can accommodate 15 students. In the slow learners programme, approximately 300 students are enrolled.

6.   Source of Funding:
The work of Operation Friendship is partly funded by HEART/ NTA. The company makes and sells diaries and cupboards to raise additional funds. The teachers are paid by HEART.

7.   Linkages to other Programmes:
HEART/NTA, community groups.

8.   Benefits to participants:
Skills training, job placement, incentives and certification provided by HEART.

9. Indicators of Success:

Low drop out rate, below 10%.

Skills training has been a success and students have been employed in highly reputable firms, some venture out into their own businesses

Concerns:

Concerns were expressed about the availability of jobs for graduates, and the need for more funding to cover the cost of programme operations. The organisation started a 'nursery nurse' programme, training persons in childcare, which had to be discontinued because of inadequate funding.

OTHER ORGANISATIONS WORKING WITH YOUTH

Name of the Programme: Youth Opportunities Unlimited Mentoring Programme

Agency Responsible for Management:
Youth Opportunities Unlimited (Y.O.U.).
Y.O.U. is a Jamaican voluntary organisation which was launched in 1991. The organisation is managed by a Board of Directors, and provides mentoring and other support programmes to Jamaican adolescents.

Background/ Institutional Information:
The Mentoring programme was launched in March 1991, and emerged out of a need to assist young Jamaican adolescents, by providing the necessary support systems, to achieve their full potential. Such support would motivate and inspire them to do well in life, guide and expose them to a wider variety of life experiences than would normally be available to them, and to provide practical assistance in identifying and achieving their goals.

1.   Objectives:
i.   To provide adolescents with the emotional support necessary to build self-confidence and self- esteem
ii.   To provide through counselling, training and example the tools, resources and ideals that will ensure that adolescents complete their post-primary education and are equipped to become productive citizens.
iii.   To support schools in their goal of leading students to effectively utilize the opportunities offered to them through post-primary education.
iv.   To play a strong advocacy role for the rights of children and adolescents.

2.   Target Group
The programme targets adolescents in the post-primary school system, between the ages of 10-17 years inclusive.

3.   Entry Requirements:
Participants must be in a secondary school, be selected by the guidance counsellor or upon a parent's request. A young person can also write requesting to be a part of the programme.

4.   Scope and Organization:
YOU provides mentoring for adolescents featuring:
Career guidance, positive role models, emotional support and counselling.
The programme also offers:
- introduction to workplace skills and job placement
- a homework programme for students with supervised facilities
- summer enrichment projects
- training of adult mentors
- advocacy on behalf of all children and adolescents
- consultancy services for agencies and institutions wishing to start their own mentoring programmes
- parent workshops to improve family life and to involve parents more in the school life of their

237

children.

5.   Coverage:
To date the programme operates in 11 schools in Kingston and Portmore.

6.   Source of Funding:
Private Sector agencies, the Jamaican Government and the international community are the main sources of funding. YOU has an income generating project 'Greeting Card Project' since 1994. The programme is also supported through nominal consultancy fees.

7.   Linkages to other Programmes:
YOU collaborates with other private voluntary organizations and networks with mentoring organizations world-wide.   The group also works closely with principals, teachers and guidance counsellors in schools, as well as, other NGOs like the Kingston Restoration Company (KRC), and other voluntary organizations.

8.   Benefits to participants:
Students remain in the programme right up to graduation and their self-confidence and self-esteem are significantly enhanced. Participants also receive counselling services; they are introduced to the world of work; assisted to enhance their life skills, find holiday jobs and make valuable career contacts. A financial support programme provides assistance to youngsters in the programme with monetary needs.

9.   Indicators of Success:
(a)   Of the more than 300 students enrolled in the YOU Mentoring Programme since 1991, none have dropped out of school.
(b)   Youth Opportunities Unlimited has been commissioned by the Government to pilot a mentoring programme for children in three government institutions (two children's homes and one 'place of safety').
(c)   Over 900 young persons are currently enrolled in Y.O.U. mentoring and support programmes in 13 schools (10 in the Corporate Area and 3 in Portmore)
(d)   Y.O.U. has been instrumental in providing training to approximately 16 alumni groups, service clubs, and other community organisations to establish their own mentoring programmes.

Concerns:
There are 'mentees' on waiting list because of the difficulty in attracting more mentors, especially males who are sorely needed. Material support for many mentees is limited.

Name of the Programme: VIP Adolescent and Youth Sexual Reproductive Health (ASRH) Project

Agency Responsible for Management: UNFPA/GOJ-Ministry of Health

Background/ Institutional Information:
The ASRH pilot programme was born out of the Programme of Action of the International Conference on Population and Development (ICDP) held in Cairo, Egypt, in 1994 under the auspices of the United Nations. In 1997, the UNFPA Executive Board approved a Programme of Assistance to the English and Dutch speaking Caribbean with a development oriented sexual reproductive health component. Three sites were identified in Jamaica based on a combination of factors, including population sizes, poverty levels, gender inequalities, youth as a share of the population, and poor youth sexual and reproductive health and development indicators. The life of the programme is four years. The pilot in Maxfield Park commenced with the signing of the project document February 24, 1999.

1. **Objectives:**
i. To improve the quality of life, well being and the sexual and reproductive health care for adolescents and youth, operationalizing an integrated, gender-sensitive pilot project on Adolescent Sexual and Reproductive Health Care in selected communities.
ii. To empower adolescents and youth in the exercise of their sexual and reproductive rights, through the development and implementation of accessible, gender-sensitive, youth friendly, sexual reproductive health care services that enable them to lead healthy productive lives.

2. **Target Group:**
Young people, age 14-25 years, facing challenges to their welfare and well being; school dropouts; adolescents in selected marginalised and particularly disadvantaged rural and urban communities.

3. **Entry Requirements:** There are no entry requirements apart from the age target group.

4. **Scope and Organization:**
The strategic approach of the programme is to focus on the development needs of young people, of which sexuality and reproductive health care lie at the core. The operational aspects of the project encompass a 'minimum package' of sexual and reproductive health services, widely promoted from the human rights and developmental standpoint; information, education and communication (IEC) related to that area; and social service referrals.

5. **Coverage:**
Three sites in Jamaica including (Clarks Town, Trelawny (rural); the Maxfield Park environs, Kingston (inner city); and Montego Bay, St. James (a tourist enclave) are to be covered. Maxfield Park is the pilot in Jamaica and implementation has began.

6. **Source of Funding:**
Government of Jamaica and United Nations Population Fund.

7.   Linkages to other Programmes:
Ministry of Health, National Family Planning Board, PIOJ, Fertility Management Unit of the University of the West Indies and NGOs.

8.   Benefits to participants:
Youth friendly health services and improved quality of life and well being, are significant benefits to adolescents and youth. Adolescents in selected marginalised and particularly disadvantaged rural and urban communities are the primary beneficiaries.

Other primary beneficiaries are governmental and non-governmental representatives who will participate in regional training and related activities that are geared toward meeting the needs of young people. Secondary beneficiaries include the schools, parents, and communities.

9.   Indicators of Success:
At the end of the life of the project, the results and evaluation of the pilot projects in Guyana, Jamaica and Suriname will be disseminated within the region, to promote replication of the models in other areas of the three countries, as well as, in other countries of the Caribbean.

Name of the Programme: Addiction Alert Adolescent Prevention Programme.

Agency Responsible for Management:
Addiction Alert Organization (AAO).

Background/ Institutional Information:
The AAO is an NGO, sanctioned by the National Council on Drug Abuse (NCDA). The AAO was established in 1987 by the Private Sector Organization of Jamaica. In 1989 it was incorporated with full charitable and tax-free status.

The Addiction Alert Adolescent Prevention Programme was established in September 1997, to train peer educators to give guidance and counseling to their peers.

1.   Objectives:
i.   Train adolescents as peer educators, and as adolescent facilitators.
ii.   Promote healthy drug free lifestyle among the high-risk adolescent population 11-19 years.
iii.   Provide education and life skills to adolescents with the aim of preventing the use or abuse of harmful drugs.

2.   Target Group:
Jamaican adolescents (11-19 years) who are in school, to be trained as peer educators.
Jamaican adolescents (11-23 years) to be trained as adolescent facilitators. Often individuals trained as peer educators, go on to become adolescent facilitators.

3.   Entry Requirements:
Talented and highly motivated young persons, to be trained as peer educators by the Addiction Alert Adolescent Prevention Programme. Peer educators who have graduated from school with no immediate plans for further studies, are recruited as adolescent facilitators, initially for two years.

4.   Scope and Organization:
The Addiction Alert Adolescent Prevention Programme comprises two areas:-
(a)   Peer Educators Programme: this operates within the secondary school system
(b)   Adolescent Facilitators Programme: this operates in-house from the offices of the AAO.
In both programmes, young persons are trained as peer counselors in areas such as life management skills; drug education; problem solving; human sexuality, HIV AIDS and STD; conflict resolution, communication; and other related skills.

While the peer educators provide counseling to their peers within the wider school community, the adolescent facilitators are employed to AAO and operate from the offices of the organisation, as well as in grade seven of high schools.

5.   Coverage:
There are approximately thirty trained peer educators in each of ten participating schools (a total of 300); and twenty-eight adolescent facilitators.

6.   Source of Funding:
The Addiction Alert Organisation (AAO) is funded through an Endowment Fund, corporate donations, Grants-International Narcotics and Law Enforcement European Union, and other small grants. Since the end of November AAO received funding from the European Union to fund the Adolescent Facilitators Programme.

7.   Linkages to other Programmes:
Ministry of Health, Ministry of Education and Culture - schools, ASHE, NCDA and other groups.

8.   Benefits to participants:
Peer Educators receive a Certificate of Participation.
Adolescent Facilitators receive a Diploma in Drug Education and Healthy Lifestyle, certified by Addiction Alert (two years of training necessary). Adolescent Facilitators are qualified counselors, and receive personal development training in Computing, Math and English. A stipend is given to the facilitators during their employment.

9.   Indicators of Success:
Adolescent Facilitators are great resource persons, excellent trainers, youth leaders and good role models. Requests from schools and groups for adolescent facilitators have been overwhelming and they have been making significant and positive impact on their peers.

Name of Programme: The School of Hope

Agency Responsible for Management:
Jamaica Association For Persons with Mental Retardation (JAPMR).
The JAPMR was founded in 1956 as the Jamaica Association for Mentally Handicapped Children. Its mission is to "facilitate the total development of persons with mental retardation and other disabilities so they can: .... contribute meaningfully to society; and be treated with dignity and equality.

Background/Institutional Information:
The School of Hope is the largest and oldest special education institution in Jamaica. It was founded in 1956, and is operated jointly by the JAPMR and the Ministry of Education.

1.   Objectives
To provide a well rounded education for all students attending the institution, and assisting them to realise their full potential
Create awareness of the nature of the needs of persons with mental retardation

2.   Target Group
Children and young persons 6 - 18 years old with mental disabilities.

3.   Entry Requirements
Persons who have been diagnosed as having a mental handicap, which would require special methods of education and prevent attendance in the regular school system.

4.   Scope and Organisation
Training is provided in academic subjects as well as in pre-vocational skills. Vocational skills taught include Horticulture, Farming, Woodwork and cabinet making, Cookery and Home economics. Students with moderate disability and involved in vocational skills training are sent on two month of job placement.

5.   Coverage (Numbers enrolled/reached)
As at September 1999 there were 1,353 students enrolled in School of Hope through out the island

6.   Source of Funding
The programme receives some funding from the Ministry of Education and Culture. Additional funding is provided via international and local funding agencies and companies, as well as, through fund-raising conducted by the JAPMR.

7.   Linkages
A few participants have been able to access and complete HEART operated (Level 1) programmes, as well as, programmes offered by the Abilities Foundation of Jamaica. However there are no formally structured linkages, and graduates of the School of Hope must meet the entrance

requirements, inclusive of passing specified tests.

8.   Benefits to participants
On the completion of training, participants receive a certificate of completion and the skills and the level of competency achieved in individual skills area.

9.   Indicators of success
Improved levels of competencies in academic and vocational areas.
Positive response and good assessment from employers where students were on placement.

Concerns
Difficulty is experienced in placing graduates in jobs. Employers and staff have difficulty relating to persons with disabilities and express concerns regarding the ability and competence levels of these students..
HEART provides no training geared at this specialised category of young people.

Name of the Programme: Learning For Earning Activity Programme (LEAP)

Agency Responsible for Management: Operated under the auspices of HEART/NTA

Background/Institutional Information:
LEAP commenced operations in 1988. It grew out of the need identified by the Ministry of Education to take some action, about the number of children living and working on the streets. It is the only government institution which provides assistance to street children.

1.   Objectives
i.   To prepare children up to eleven years to re-enter the formal education system; and provide children 11 to 15 years old with pre-vocational/pre-apprentice level skills.
ii.   To make education available to street children to help them to become economically self sufficient
iii.   To provide young people with vocational skills to enable them to earn a living
iv.   To make children up to 15 years old, physically fit and aware of their social responsibilities.

2.   Target Group
All street children up to 17 years of age.

3.   Entry Requirements
For the day school, participants must be at least 15 years old. No minimum educational level is required.

4.   Scope and Organisation
LEAP operates a day school, a drop-in centre, a crisis centre and a referral service.
(a)   The day school offers a two year programme which exposes students to remedial education, group/individual counseling, pre-vocational skills such as tailoring, woodwork, art and craft, small appliance repair, etc
(b)   The drop in centre accommodates young persons who may walk into the facility, are brought in by concerned citizens, or are sent by the Court. These persons are screened and are referred to the relevant agency.
(c)   The Crisis Centre provides temporary housing to twenty children (male only), until families can be contacted for reunion. (Currently facilities do not exist to accommodate females).
(d)   Contingent on findings from the initial screening of new participants, individuals are referred to one of the many relevant agencies with which LEAP collaborates.

5.   Coverage (Numbers enrolled/reached)
Currently (December 1999) there are 150 students enrolled in the programme.
Sixteen boys ages 12 to 16 years are resident at the Crisis Centre.

6. Source of Funding
The programme is funded by HEART/NTA.

7. Linkages
LEAP links with a number of agencies working with children, as it is often necessary to refer participants for counseling relating to drug, behavioural, or mental problems. Agencies include JAMAL, Mico Care Centre, and Kingston Restoration Company.

8. Benefits to participants
During training participants receive the HEART stipend. On completion of training, participants receive a school leaving certificate.

9. Indicators of success
There is no formal tracking system of graduates from the programme. However, approximately 50% of participants are successful in passing the HEART entry test.

General Comments:
The programmes involves parents of the children enrolled at the institution. Parents must attend a minimum of six of the eight parenting workshops held annually by the centre.

FINDINGS AND RECOMMENDATIONS

A variety of youth development programmes, operated by a range of organisations, governmental and non-governmental, exist throughout Jamaica. Organisations seek to offer services to youth in the areas of:

- post primary and secondary education and training (pre-vocational and vocational skills training)
- remedial education and training
- after school activities/programmes/mentoring
- health education

Some organisations provide multiple services.

A. Post Primary and Secondary Training and Education

The major training and education programmes are operated through the HEART/Trust NTA (Academies, Vocational Centres, Special Programmes, School Leavers' Programme); Special Training and Empowerment Programme (STEP); National Youth Service (NYS); to a lesser extent SKILLS 2000 (which is linked with HEART's Special Programme). A number of NGOs also offer training and education programmes, some of which collaborate with HEART, through community based programmes.

Currently, both the STEP and the NYS are in a state of transition. The revised NYS and STEP programmes no longer cater to persons below the Grade 9 educational level.

The National Youth Service (NYS)

The NYS when first established, sought to provide solutions for young persons who were at the lower end of the educational spectrum. Then, applicants required a minimum of Grade nine level of education for entrance into this programme. However, the new focus of the programme requires qualifications above the Grade nine level (passes in CXC, GCE). Thus individuals who are below this educational level are no longer eligible for admittance.

It appears that with the present focus of the NYS, there are greater attempts to better link training to labour market demands, thus increasing the chances of graduates finding employment. One questions however, whether the approximately nine month period of training is adequate for participants to begin to engage attitudinal change, as well as, sufficiently grasp vocational skills to facilitate the level of job performance required at the workplace.

Special Training and Empowerment Programme (STEP)

The STEP like the NYS is currently in a state of transition. A major change to the previous STEP programme includes the termination of pre-STEP, the pre-vocational aspect of training. The revised STEP focuses on vocational training which is linked to HEART certification[11]. Entrance to STEP programmes now require a minimum Grade 9 education level. In the pre-STEP programmes, individuals below Grade 9 educational level, were assisted to attain the Grade 9 level and access the full STEP programme.

---

[11] It should be noted that in previous STEP training, participants did not receive HEART certification.

HEART/TRUST NTA

HEART, the nation's premier training agency, provides training through its Academies and Vocational Training Centres. It also coordinates a School-Leavers Training Programme (SL-TOP), an apprenticeship programme and Special Programmes, which are community based.

A number of programme operators expressed the opinion that HEART programmes, particularly those in the Special Programme category, should include courses which address attitudinal adjustment, personal development and building of self-esteem, and development of social communication skills. Programme operators felt that such training was necessary and should be included in programme curricula, to complement the skills training component. The opinion was particularly strong in the community-based programmes where individuals had been unemployed for extended periods (some had never been employed), were previously enrolled in courses below Grade 9 educational level, or lived in environments which did not provide adequate social exposure. It is felt that such training would greatly enhance performance in the vocational skills areas, as well as, the graduates' ability to find employment; and where employed would make adjustment to the world of work, quicker and easier. Some operators have taken it upon themselves to add such a training component.

The call for the inclusion of attitudinal training is supported by previously conducted youth related studies, which noted that attitudes and lack of self confidence were perhaps the most important constraint to the sustained employment of some young people (Pantin; 1995); and that many graduates from the primary education system (by the end of Grade 6) would not have acquired 'a caring attitude towards self, others and things' (PIOJ:1995:115).

It should be noted that a previously conducted studies (Anderson 1997; HEART/NTA 1990, 1992) indicate that graduates from the HEART Academies were more successful in securing employment and earning higher incomes, than persons who had not received such training. However, the situation is not clear regarding graduates of the Vocational Training Centres and HEART-conducted community level training/programmes[12]. Currently it appears that programmes conducted by HEART, compared to other programmes, attempt to connect more directly with the needs of the labour market, thus graduates are more likely to find employment.

The issue of meeting labour market needs is extremely important, as there have been queries regarding the objective of training in some programmes, where it appears training was being conducted without any realistic link with the market needs. Thus, upon completion of training young persons find themselves unable to secure employment. Matching training to labour market needs becomes ever more significant in an economy with high levels of youth unemployment.

While all the above programmes are operated in some rural areas, it appears that training and education programmes are more easily available and accessible in the urban areas. There are reports of young people from rural areas having to travel long distances to access programmes, and

---

[12] HEART is currently conducting a tracer study of graduates from the academies, VTCs, and Special and Community Based programmes.

experiencing problems in meeting the costs for transportation, food and equipment for courses in which they are enroled. In some instances, these difficulties have been identified as contributing to individuals dropping out of programmes. Some of these persons were receiving the HEART stipend, which was found to be inadequate. In other instances, organisers have sought to assist by providing a meal or financial assistance to meet transportation costs of participants.

This issue of persons living in rural Jamaica having to travel long distances to access education is highlighted in the Jamaica Survey of Living Conditions (JSLC). Also highlighted is the comparatively high level of expenditure by households from Rural Areas and Other Towns on transportation, which represented their second highest proportion of expenditure on schooling (excluding tuition and fees). Lunch and Snacks accounted for the highest proportion of expenditure for all three geographical areas (KMA, Other Towns, Rural Area). Indeed expenditure on Lunch and Snacks and Transportation, accounted for 55.0% and 59.0% of households' mean expenditure on school related matters, for Other Towns and Rural Areas respectively. The second highest proportion of expenditure in the KMA was on Extra Lessons. (JSLC; 1998; 47, 51).

The vast majority of development programmes for youth, focus on some type of training and education. The issue of the quality of training offered and whether such programmes are meeting the needs of individuals and the labour market, as well as, the general needs of the society is questionable and needs to be explored further.

Recommendation
Where persons are enrolled for training in rural areas of Jamaica, it may be necessary to reassess the amount of stipend provided. Consideration should be given to increasing the stipend, or providing subsidized transportation and/or meals for these participants. Data provided by the JSLC could prove helpful in making this decision.

Recommendation
The issue of including courses in some element of attitudinal adjustment, personal development and building of self esteem, and the development of social communication skills, along side the particular area of skills training, should be given serious consideration. It appears that such a course component would contribute to the development of a more self sufficient individual.

B.   Remedial Education and Training

Programmes in this category are targeted mainly at the 'at risk' youth, and include those for adolescents who have dropped out of the formal school system, young persons who had never attended school, young persons currently attending school but seem at risk of dropping out (by virtue of their low performance), and street and working children. Adolescents enroled in these programmes range in age from approximately ten years to twenty years.

The majority of remedial programmes offered are operated by NGOs, some of which receive limited financial assistance from some Government Ministries. In the Kingston area, the Learning for Earning Activity Programme (LEAP), which operates under the aegis of HEART's Special Programme Division, provides services for street children.

249

NGOs in this category work at two levels:- with young persons outside of the school system and with adolescents currently in the school system. With the out-of-school population, the focus is on bringing participants to a level where they could be moved: into the formal school system; into other training programmes such as HEART; into apprenticeship programmes; or assisted to establish their own income earning operations. At the second level, a few NGOs work in schools, with adolescents who are at risk of dropping out, with the aim of providing development which would help them to remain in school, and successfully complete their education.

Generally, young persons enrolling in out of school remedial programmes, are unable to read and write, or are functioning at levels below that acceptable for their age group. They are therefore significantly below the Grade 9 secondary education level and are ineligible for entrance into existing nonformal training and education programmes.

Programme operators reported that many of these young persons were found to suffer various learning and other disabilities, which would have earlier impeded their educational development. Had these disabilities been diagnosed earlier, it may have been possible to take appropriate corrective action, or refer such young persons to the relevant agency for assistance.

Included in this target population are young persons between ages 13-15/16 years, who find themselves in a peculiar situation. They have graduated from the primary education level, were unable to gain entrance into post primary institutions in the formal system; but being under 17 years are too young to access nonformal training programmes (HEART, NYS), or enter the labour market. To compound the problem, it has been found that approximately 30% of primary school graduates are innumerate, illiterate and lack marketable vocational skills. (GOJ:1995:115).

Recommendation
The Government needs to become more involved in providing solutions to address the needs of the existing at risk category of adolescents. Solutions for this category of adolescents need to be operationalised at a number of levels.

Firstly, there is need to initiate research to establish reliable data on the size and characteristics of the 'at risk' population. The Youth Division of the Ministry of Local Government, the Children Services Division of the Ministry of Health, NGOs working with at risk youth, and the Ministry of Education must come together and seek the assistance of an international agency such in this regard. Such collaboration should focus on the out of school population and let the Ministry of Education and Culture focus on those still in school.

Secondly, Government should provide more assistance to NGOs in the field to ensure continuation of their programmes. One immediate suggestion is to assess NGOs which currently operate programmes in this category and ensure that such programmes continue. It may be necessary to assist qualified organisations with sourcing funding and in developing their organisational capacity, to enhance sustainability. At another level consideration could be given to assisting such qualified entities with the resources necessary to expand the capacity of their operations.

C.   Health Related Programmes

Included in this section are programmes which focus on reproductive health issues, drug and alcohol use/abuse.

The World Health Organisation (WHO) defines Reproductive Health as:-

"a state of complete physical, mental and social well-being, and not merely the absence of disease or infirmity, in all matters relating to the reproductive system and its functions and processes. Reproductive Health therefore implies that people are able to have a satisfying and safe sexual life and that they have the capability to reproduce and the freedom to decide if, when and how often to do so ..."(GOJ/UNFPA; 1999; 2).

A number of agencies including NGOs, offer services in Family Life Education and/or Sex Education, and reproductive health to adolescents. In addition, young women (86%) and men (76%) between ages 15-24 years, have been exposed to family life or sex education, mainly through school-based courses (Jamaica National Family Planning Board; 1997, 6). However, the major programme identified which seeks to provide a comprehensive package of sexual and reproductive health services to young people, as well as information and education on such services, is the Adolescent and Youth Sexual and Reproductive Health Programme[13]. Young persons can access:- contraception; counseling and education on contraception methods and options, cervical cancer screening; information on smoking and other drug use, nutrition, physical exercise. One such clinic is now operational in the Kingston area.

The need to provide this type of service to adolescents and young adults is extremely important. In Jamaica, concern about the high levels of adolescent pregnancies and births, has led the National Family Planning Board (NFPB) to a carry out special analysis on reproductive health practices of young adults[14] (NFPB; 1999; 67). It was found, that young people are generally vulnerable and ill-served by the majority of reproductive health programmes. They complain of the unwillingness of adults to educate them about reproduction, sexuality, family planning, and reproductive health. The result is that they are ill-informed about how to prevent pregnancies, and the transmission of sexually transmitted diseases, such as HIV/AIDS.

Recommendation
It is recommended that additional adolescent health clinics be established in all parishes across the island. The establishment of such facilities could only serve to better inform and educate adolescents and young adults on reproductive health issues, make available to them the full range of necessary services, and in this way lessen the number of unplanned pregnancies. Note should be taken of the recommendations resulting from regional seminars of the NFPB (health practitioners) which include:-
•   the establishment of two adolescent health clinics in each parish within the four health

---

[13]The Adolescent and Youth Sexual and Reproductive Health Programme is being piloted by the Government of Jamaica and the United Nations Fund for Population Activities (GOJ/UNFPA).

[14] Young adult is defined by the JFPB as persons aged 15 - 24 years of age.

regions

- **the introduction of an aggressive health education programme targeting both boys and girls, in the primary schools**
- **the intensification of the teaching of family life education in schools and among youth groups should be seriously considered (NFPB; 1997; 121-126).**

On matters regarding drug abuse, the data provided by the National Drug Abuse Secretariat were insufficient and included identified deficiencies and inaccuracies, which made it unreliable for use as a basis to adequately assess the status of such services to young people, or for discussions and recommendations. There is obvious need for research in this area. It should be noted however, that the National Council on Drug Abuse operates at the community level through Parish Committees.

The Addiction Alert Adolescent Programme became operational in 1997. While there are reports of overwhelming demand from schools and groups for adolescent facilitators, no formal assessment of the impact of the programme has yet been undertaken.

D: After School Activities/Programme/Mentoring

Increasingly, out-of-school time is being identified as an area in which policy makers and government should become active, as young people and parents are in need of support at this level. In times past, what adolescents did with their out-of-school time was largely a family matter. However, a number of societal changes - increase in single parent households, increase in number of working mothers, disintegration of the extended family pattern, the introduction of the shift system in the education system, - have resulted in increasing numbers of children and young people being unsupervised for longer periods of time. Some scholars have argued that the more adolescents are unsupervised, the more likely they are to become involved in negative or risky behaviours such as:- substance use/abuse, early sexual activity, crime, truancy, which can impact negatively on their life chances. On the other hand, it is argued that where time is spent in well planned and supervised, quality, out of school programmes, young people were less likely to engage in risky behaviours, and more likely to perform better in school.

Programmes of this nature seek to provide a safe environment where young people can play and learn. Depending on how programmes are organised, they can help improve academic performance, relationship with peers and parents, improve self confidence, foster volunteerism and help parents improve their parenting skills. Activities in these programmes could include - homework assistance, tutoring and supplementing of academic courses, youth leadership activities, opportunities for volunteer and community service, activities for enrichment in the arts and culture, computer instructions, mentoring, supervised recreation and athletic programmes and events, etc.

In Jamaica, programmes of this nature are reportedly on the increase, and it is felt that they would greatly assist young people to become more productive adults, keeping many of them from getting involved in risky behaviours. In the Kingston Corporate Area, the Kingston Restoration Company (KRC) operates a homework centre as part of its Youth Education Support System (YESS) programme; the staff of Grace Kennedy and Company, a private sector company, also operates a homework centre in down Kingston. A number of communities in collaboration with the Social

Development Commission are seeking to establish homework centres. In addition a number of other organisations are also involved in operating such programmes.

Mentoring Programmes aim to bring into the life of young persons, a one to one relationship with a caring adult who can act as a supportive role model and help the young person to define herself or himself in a positive manner. A mentor is defined as a caring individual who - provides one to one support and attention, who is a friend, a role model, a big sister or a big brother, to a younger person.

In this category, programmes were found to be either stand alone or part of larger youth development programmes. The major stand-alone mentor programme identified is Youth Opportunities Unlimited (YOU). YOU has reported success in its operation since its inception, and presently make its services available to agencies wishing to establish such a programme.

Other youth development programmes, such as the Clarendon Rural Family Support, incorporates a big brother/sister element in its general operations; and the Kingston Restoration Company incorporates a mentoring component in its YESS programme.

The information regarding the status of these services is sketchy and incomplete. While organisations and communities are increasingly establishing these types of programmes, (some as part of larger programmes, others on a stand alone basis), such activities are relatively recent.

Recommendation
This area requires additional research to establish the number of these programmes which exists, how they operate, and to assess their effectiveness. The importance of ensuring that certain standards exist for these programmes is critical. Organisations with expertise and greater years of experience in organising same, for example YOU, should be approached to provide assistance.

E: Evaluation of Impact/Outcome of Youth Development Programmes

In measuring programme outcome and impact a number of indicators could be used. Improved levels of literacy and numeracy; successful completion of programme of training; ability of graduates to find jobs upon completion of training; ability to retain jobs over some specified time period; progression of graduates into higher level educational programmes. Whatever the method used however, it is essential that records of programme activities, procedures, and assessment results are kept with some regularity and efficiency. The need to conduct tracer studies of graduates is also essential.

The section sought to find out from programme operators the extent to which programme impact and outcome were assessed, and the extent to which overall programme aims and objectives were realised. It was found that the area of measuring achievements, monitoring and evaluation of procedures and outcomes, is quite weak. Firstly, general documentation of programme activities and procedures is weak thus the inability to adequately assess performance. Secondly, weak or non-existent records of procedure and activities, mean there is no base line data to observe trends, etc. Where programmes provide services aimed to better equip young people to function as adults, the

tracking of graduates overtime is essential in assessing programme outcome and impact. With the exception of HEART, no structured tracking systems exist in other organisations, government and non-government alike. Documentation of successful, unsuccessful procedures, best practices, etc, are for the most part non existent, or ad hoc at best.

The importance of having reliable and valid data and information to inform programme development as well as, adjustment in programming activities is critical. After all, training is not conducted for its own sake, but is expected to result in a desired outcome. Means of strengthening organisations in this area would have to be identified.

Recommendation
That HEART lead the initiative to correct this grave deficiency. As the national training agency, having established relationships with a number of organisations which provide training, and certainly having more expertise in the conduct of such evaluation and assessment, HEART should either (a) device and conduct training programmes for these organisations, so that they can conduct their own evaluation and research or (b) conduct the needed research and assessments itself.

F: Expectations from the Youth Division

The majority of organisations identified funding for continuation of programmes and overall financial assistance. Others expressed the opinion that the Government, through the Youth Division or some other entity, should take more responsibility for addressing the needs of out-of-school adolescents. It was insightful to note however, that many persons did not know in which government Ministry the Youth Division is located, neither were they aware of the mandate or activities of the Division.

Recommendation
The Youth Unit needs to clearly define what relationship it would like to have with such organisations and clearly communicate same to these organisations. In determining this relationship, it would be necessary for the Division to also determine what levels of assistance it could provide to organisations and how such assistance would be provided.

G: Levels of Collaboration/Networking among Stakeholders

While the level of collaboration and networking among organisations with similar objectives and target population, is reportedly on the increase, it is generally limited, unstructured, and of an ad hoc nature.

The extent to which individual organisations collaborate and network with parents/guardians or families of young people in their programmes, civic organisations, and other community based organisations, is generally not structured. Some organisations do try to include in their programme, some component to actively involve families, however this has proved very difficult as parents often do not respond to organisations' invitations to become involved. It should be noted that where organisations were successful in getting parents/guardians involved, this positively influenced the

performance of the young people enrolled in the respective programmes.

H: Capacity and Status of Human and Financial Resources

The vast majority of organisations which provide services for young people had problems with both human and financial resources. The NGOs in particular have significant difficulty with maintaining sustainability. These organisations are not financially self-sufficient, and depend to a great extent on external assistance. Many of them experience situations where at the end of one funding period, there is uncertainty as to the continuity of the programme. Some NGOs reported having to discontinue programmes because of failure to secure additional funding.

The level of financial difficulty impacts on the ability to hire and retain quality staff, as these organisations are not able to offer very attractive remuneration to employees. The lack of financial sustainability and the uncertainty which results, contribute to high staff turnover, as workers move on to more financially rewarding employment. The problem of high staff turnover in itself impacts negatively on the quality of programme delivery, as often it is the best and better trained employees who are first to leave, making the organisation the poorer for this loss. All of this impacts negatively on the overall sustainability of the organisation and its offering to young people.

General Recommendations

Generally, to enhance the development of young people in Jamaica, there is need for

- (a) Strengthening of the formal education system in ways that will significantly lessen the number of graduates from the system who are not literate or numerate, address issues concerning attendance and the out-of-school population

- (b) Curative or remedial programmes to assist persons already outside of the school system, whose levels of education do not allow them to access training from nonformal institutions or access employment. This would require the input of the Government, NGOs currently working with youth, parents of young people, and the society in general.

The need for organisations to find ways to work with parents of young persons who are participating in training programmes, in the areas of parenting, literacy, values and attitudes and inter-personal communication is critical. Many parents reportedly have problems communicating with their children who are teenagers and young adults. The issue of literacy is important so that parents can not just communicate better and understand what their children are doing, but in some instances can provide some assistance with homework.

APPENDIX I: **ENROLMENT IN EARLY CHILDHOOD, PRIMARY AND SECONDARY LEVELS BY AGE COHORTS (1997)**

AGE GROUP	PERCENTAGE OF POPULATION ENROLLED
<u>3 - 5 years</u> Early Childhood Education Primary Education None	 81.3 2.9 15.8
<u>6 - 11 years</u> Early Childhood Education Primary Education Secondary Education None	 4.3 91.5 3.1 1.1
<u>12 - 14 years</u> Primary Education Secondary Education None	 21.7 75.0 3.3
<u>15 - 16 years</u> Primary Education Secondary Education Tertiary Education None	 0.0 84.3 0.3 15.4
<u>17 - 18 years</u>* Secondary Education Tertiary Education None	 32.0 7.5 60.5
<u>19 - 24 years</u>* Secondary Education Tertiary Education None	 1.6 4.9 93.5

Source: Jamaica Survey of Living Conditions 1997 (p.30)

* Age group disaggretaion for both categories was changed in 1996 from 17-19 years and 20-24 years respectively.

BIBLIOGRAPHY

Anderson, P. 1997. Youth Unemployment in Jamaica. International Labour Office, Caribbean.

Anderson, P. 1998. Youth Unemployment: Where We Stand in 1998. PIOJ.

Commonwealth Secretariat. 1991. A Study of Rural Support Systems and Youth in Seven Caribbean Countries. Report for Commonwealth Youth Programme, Commonwealth Secretariat.

Caribbean Community Secretariat, Commonwealth Youth Programme and UNFPA. 1999. Report on the Caribbean Youth Explosion.

Caribbean Community Secretariat. 1996. Report of the First CARICOM Consultation on a Regional Youth Policy: Youth Challenging The Future. Georgetown, Guyana.

Carnegie Council on Adolescent Development. 1994. Great Transitions: Preparing Adolescents for a New Century. Carnegie Corporation, New York.

Danns, G. K. et al. 1997. Tomorrow's Adults: A Situational Analysis of Youth in the Commonwealth Caribbean. Commonwealth Youth Programme, Commonwealth Secretariat, London.

Government of Jamaica. National Youth Policy, 1995. Kingston, Jamaica.

Government of Jamaica. (Various Years) Jamaica Education Statistics. Ministry of Education and Culture. Kingston, Jamaica.

GOJ/UNFPA. 1999. VIP Youth Bulletin - Adolescent Sexual and Reproductive Health Situation.

HEART/NTA. 1992. Tracer Study of 1990 HEART/NTA Academy Graduates.

HEART/NTA. 1997. Report on the Tracer Study of 1992/1993 Trainees (unpublished).

JAMAL, 1995. National Literacy Survey 1994. Jamaica.

National Family Planning Board. 1999. Jamaica Reproductive Health Survey: Sexual Behaviour and Contraceptive Use Among Young Adults.

Pantin, D. 1996. The Challenge of Youth Unemployment in the Caribbean: the Role of Youth Employment Training Programmes. ILO Caribbean Office. Trinidad and Tobago.

STATIN. 1998. Demographic Statistics, 1998.

Strategic Management & Training Consultants Ltd. 1997. Institutional Assessment of the Youth Development Services Division, Ministry of Education, Youth & Culture. Kingston, Jamaica.

The Planning Institute of Jamaica, 1995. A Statement of National Population Policy; Jamaica. Revised.

The Planning Institute of Jamaica, 1995. The Jamaica Policy Towards Poverty Eradication.

The Planning Institute of Jamaica, 1998. The Economic and Social Survey of Jamaica 1998.

The Planning Institute of Jamaica. The Jamaica Survey of Living Conditions. (Various years)

The West Indian Commission, 1992. Time For Action. Christ Church, Barbados.

UNICEF, 1990. First Call For Children. New York.

UNICEF, 1997. Situation Analysis of Women and Children in Jamaica. UNICEF in association with the PIOJ. Kingston, Jamaica.

UNICEF, 1999. Changing the Future of Jamaica's Children. UNICEF, Jamaica.

ATTACHMENT D

**SETTING UP OF
DATABASE OF
SOCIAL INDICATORS OF YOUTH**

**Prepared by
Seneca Lewis-Garraway**

March 2000

259

TABLE OF CONTENTS

260

LIST OF ABBREVIATIONS

PIOJ	Planning Institute of Jamaica
STATIN	Statistical Institute of Jamaica
MOEC	Ministry of Education and Culture
JSLC	Jamaica Survey of Living Conditions
AAO	Addiction Alert Organisation
NFPB	National Family Planning Board
JRHS	Jamaica Reproductive Health Survey

EXECUTIVE SUMMARY

Social indicators have a general goal of improving the information base of societies, and they also perform the basic functions of monitoring social change and the measurement of welfare. Put differently, social indicators are measures of well-being which allow for assessment of variables such as school performance, life expectancy, the status of a population's health, the status of youth and children, and which can provide important information upon which to base public policy decisions.

The setting up of a framework for a database of social indicators on youth (Youth Indicators), serves a myriad of purposes. It allows for the collection of statistics which would reflect important aspects of the lives of youth - education, health, work, family, behaviour - in one location; it provides the bases for the observation of trends and changes over time, which would allow for the charting of plans to address expected changes; it allows for the identification of gaps in data and information, as well as gaps in services provided and allows for the identification of intervention methods to address same. In this specific case, it facilitates the Youth Division in its responsibility to carry out its mandate of coordinating matters regarding the nation's youth. Significantly, it also represents the first step in the establishing of an information based, research driven environment for the development of youth policy in Jamaica. The world today is very much knowledge driven, however, data and information are critical inputs of knowledge.

Over the years policy makers in the region, have been accused of devising policies for youth, without the benefit of adequate data and information, thus failing to ensure the best possible match between needs and policy. Policy makers in turn have decried the paucity of relevant data and information to guide the policy planning process, as well as, the monitoring, evaluation and assessment of programmes and processes. A composite set of social indicators on youth could greatly enhance the development process by facilitating targeting of this important category of the population. Youth is not a homogenous group, further, as the environment around them changes, so too do their actions, needs and interests. For example, is there a lengthening or shortening of the period of adolescence? Are young people extending the period of education? Are they remaining in their parents' homes for longer periods? These are some of the questions that a database of social indicators could help to answer, thereby assisting policy makers to activate the necessary support systems which could be quite different from what was required by previous cohorts of young people.

The youth indicators have been organised into five broad categories, which cut across a number of disciplines. The categories are further subdivided into subcategories. The five broad categories are:
1. Population (demographics and family)
2. Education, Training and Achievement
3. Health Status and Care
4. Economic security/conditions
5. Crime and Deviance

Significant output from such a database includes, the bringing together in one place of pertinent data and information on youth; where the data gathering process is followed by social reporting, the preparation of a social report which could be disseminated to stakeholders; the ability to assess and

evaluate programmes to guide changes and adjustment; the setting of standards and benchmarks which could be used nationally to monitor and assess policy. Most importantly, it is hoped that data and information provided would be used to guide the policy development process, to the benefit of the young people and the wider society.

INTRODUCTION

The creation of the term and concept 'social indicator' is credited to Raymond Bauer, who in the 1960s defined social indicators as 'statistics, statistical series and all other forms of evidence that enable us to assess where we stand and are going with respect to our values and goals'. Since the 1960s the field of social indicators research has gone through a number of phases - from early interest and the emergence of a 'social indicators movement' in the 1960s, to a period of dormancy during the late 1970s to early 1980s, to the current renewed interest starting in the late 1980s and continuing to the present (Bauer 1966 in Noll 1997).

Since its inception, the concepts and early approaches to social indicator research have undergone adjustment and rapid diffusion across nations and agencies worldwide. Significantly and perhaps most well known, is the development and use of social indicators to measure welfare or quality of life of various peoples and or target populations.

While social indicators have a general goal of improving the information base of societies, they also perform the basic functions of monitoring social change and the measurement of welfare. Put differently, social indicators are measures of well-being which assess variables such as school performance, life expectancy, the status of a population's health, the status of youth and children, and which can provide important information upon which to base public policy decisions.

An important outcome of the application of social indicator research is that of social reporting, which can be defined as the presentation of data which enable the evaluation of the well-being and living standards of the population, and changes over time. Indeed social reporting 'as a specific mode of production, distribution, and presentation of socially relevant knowledge' has become an established component of the information systems of a number of nations and international organizations. (Noll, 1997).

Today approximately 50% of the world's population comprises young people under 25 years of age. In Jamaica approximately 50% of the total population is under 25 years of age, and just under 20% comprise youth and young adults, that is, persons in the 15-24 year age group (STATIN: 1998). Youth are heralded as the future of nations, in whom investments should be made, to ensure the continued growth and development of nations. The creation of programmes and activities targeting their development however, requires knowledge of the status/well-being of youth. Such knowledge could only be informed by data and information generated through research. Thus the need for social indicators on the status of youth, as one method of gathering relevant information and data.

One of the major weaknesses and criticisms of youth policy development identified in Jamaica, and the Caribbean in general, is the paucity of information and data regarding the situation of young people, to inform policy development (Boxill, 1999; Carter, 1999). Technocrats and planners have often been accused of devising policies and designing programmes based on personal impressions and not on information which represent the social reality of youth and young adults. These programmes and policies which are not research or information driven, many claim, do not adequately reflect the needs, ideas, impressions, etc, of the youth - the individuals for whom they are intended. The result

is that programmes do not achieve the desired impact, as many young people either do not access the programme offering, or fail to complete the entire programme.

To address this paucity of information, there is need for regular data collection regarding the situation of youth. Such research and data collection should ideally utilise both quantitative and qualitative research methods. This practice would give rise to regular, reliable data being available to aid the decision making process, as well as, allow for the development and maintenance of a pool of youth indicators which in itself would allow for the examination of trends, development of benchmarks, and better assessment of the impact of any policy or programmes implemented, to address concerns/issues of youth.

The proposal for the development of a database of social indicators on youth (commonly referred to as 'Youth Indicators'), in the Youth Section of the Ministry of Local Government Youth and Community Development, represents an attempt to fill this important data/information gap. It also represents an attempt to capture in one place a set of statistics which provide important data and information on the socio-economic reality of young people in Jamaica - this group of individuals, 15-25 years, which constitutes one of the most important social groups in the nation.

The suggested approach will seek in the initial stages to utilise, as far as is possible, existing data as collected by other agencies, and to have them available in one location. Where no data is available on indicators which it is felt should be represented in the data set, other methods of data gathering would have to be devised. The important issue here is the bringing together in one place of a multiplicity of existing data on various social indicators of youth.

THE EXISTING SITUATION

In Jamaica a variety of data is collected on young people at various points, by a variety of agencies. For example:-
- Data on youth involvement in crime are collected by the Police Statistics Department
- Data on sexual behaviour and contraceptive use are collected by the National Family Planning Board
- The Ministry of Education and Culture compiles a range of education statistics.

However at present this available data cannot be accessed from any single access point, or agency.

Currently, the Youth Division of the Ministry of Local Government, Youth and Community Development is charged with portfolio responsibility for the nation's youth affairs. Specifically, the Division has responsibility to execute the Government's youth policies and strategies, and liaise with private sector agencies and NGOs, on youth matters (Government of Jamaica:1994:10). The articulation of such a mandate would require the collection and storage of data and information on youth, to inform decision making and execution of policy, as well as for dissemination to agencies and individuals who work with the specified population category.

The existing situation however, is one where the Youth Division does not collect in any structured manner, any data on youth, whether through its own research or by collaboration with agencies which collect the relevant data. Even for its own purposes, the Division does not store such data, but accesses same from other agencies in a limited manner, as needed, when needed. The Division is not in a position to generate, in a timely manner, any composite set of data or information on youth, whether to inform its own policy/programme development or to make same available to any agency which works with youth, be it at the national, regional or international level.

The non-existence of a composite set of data on youth, makes it difficult to properly identify the information gaps and/or data limitations where such exist, and devise methods and solutions to address such weaknesses. In addition, when policy makers cannot access a centralised pool of related data, it increases the possibility of addressing youth issues in an isolated manner, rather than by incorporating the accumulated perspective of the many and varied indicators which impact the total lives of young people.

JUSTIFICATION

The mission of the National Youth Policy of Jamaica is *"... to create an environment in which young people will be encouraged and facilitated to develop their full mental, social, spiritual and physical potential ..... to become responsible and productive citizens" (Government of Jamaica:1994:8).* Based on the mission of the National Youth policy, it is clear that the fundamental objective of formulating and implementing youth development programmes and activities is to facilitate the development of young people. It is generally agreed that for programmes and activities to achieve the desired impact, the design, content, delivery, structure, etc., of these programmes must reflect the needs of the targeted population, in this case youth. The question which arises therefore, is how and through what means should the necessary information, reflecting these needs, be gathered? The answer - through the conduct of research. Research is necessary to :-

a.   Identify what needs to be done and determine how it is to be done
b.   Determine the extent of what is to be done
c.   Establish for whom exactly, what is to be done (targeting - especially against the background of youth not being a homogenous group).

Thus the need to establish an information-based or research-driven approach to policy and programme development. Such research can take many forms, and utilise a variety of data gathering methods of which the establishment of a data base of social indicators on youth represents but one method. The establishing of a database on youth indicators must be viewed therefore as representing the beginning, the first step, in the process of developing a research/information driven environment to policy and programme development for youth.

To those who may argue that such an information-based/research-driven environment is not necessary, they need only examine the knowledge-based nature of the world today, as well as, the success or failure of youth development programmes implemented, with or without the benefit of

reliable data. Indeed in 1998/99 the World Development Report focused on the importance of knowledge in the developmental process of improving the lives of people. Significantly, it noted that the existence of incomplete information and the resultant knowledge gaps hinder national development. Knowledge, it was noted, is like light. It reveals preferences, provides clarity to activities or lack of activities, it informs and illuminates. To improve a people's standard of living, to improve their health, to better educate and prepare young people to become productive citizens and adults, all require information and knowledge. Clearly, knowledge is critical for development at various social levels, and the development of youth is no exception. However data and information are essential inputs of knowledge. (World Bank:1999)

In addition to the above, identification and examination of some possible advantages of an information-based/research driven approach to policy and programme development for youth, would strengthen the argument in support of establishing a data base of youth indicators.

The establishment of an information-based/research driven environment for youth policy and programme development would:-

1.   Enhance the efficiency of resource utilisation and the possibility of maximising programming impact.
        Operating in an environment where limited resources plague many programmes, the ability to increase efficiency and maximise programme impact is often critical to the very survival of programmes. To achieve maximum impact and effectiveness, programme formulation and development cannot be determined solely by policy makers or social planners, operating without the benefit of data/information on youth. Where such decisions are determined based on timely data/information about the target population, the possibility of greater impact is increased, as is the efficiency in resource utilisation.

2.   Enhance the effectiveness of the use of the participatory approach to the development of youth.
        In recent years, the importance and benefits of using a participatory approach to development have been heralded at various levels worldwide. In the area of youth development, the concept of youth empowerment embodies the active participation of young people as architects and agents in the shaping of their lives and communities. To effectively articulate youth empowerment, the involvement and participation of young people are necessary, and this cannot take place without identification of the problems, preferences, needs and interests, which are of concern to young people. Such identification in turn, cannot take place without consultation with and the conduct of research on young people. A participatory approach to development therefore would benefit from a research/knowledge based environment, which would facilitate the consultation with youth on matters of policy. Further, programmes and policies developed using the participatory approach are likely to have greater impact and acceptance by the youth.

3.   Enhance and strengthen assessment, evaluation and monitoring of programmes.
        The formulation and development of youth programmes, are not for their own good, but

have as a fundamental objective facilitating the development of young people. The need exists therefore, to evaluate and monitor these programmes, to establish impact and take corrective action where necessary. The subsequent development of benchmarks, critical to the setting of standards is yet another possible advantage of cultivating a policy environment which is information based and research driven.

The suggested approach will seek in the initial stages to utilise, as far as is possible, existing data as collected by other agencies, thus bringing together in one location, all the currently available data. This would allow for the identification of areas where additional data collection is needed and suggest possible ways for collecting this additional data. Such a database could be made available to agencies or persons conducting research on youth and young adults. It would also allow the Youth Division to have this very important information available in-house, to inform its own decision making and policy planning process.

Ideally, for the development of youth to take place, there is need for institutional transformation that improves information gathering and dissemination. The development of a data base of social indicators on youth, where followed by analysis and social reporting could promote the diffusion of information and knowledge on the particular population category, to relevant stakeholders. Such information and knowledge is critical to the development of not only the specified population category, but of the nation as a whole.

The establishment of a central database of social indicators on youth therefore, is one way in which the Youth Division can better articulate its overall mandate of coordinating the development of youth, and commence the establishment of the information-based/research driven environment, which would contribute significantly to the improved coordination of national youth policy and overall youth development.

THE INDICATORS

The youth indicators have been organised into five broad categories, which cut across disciplines and agency lines. The categories are:-
1.   Population (demographics and family)
2.   Education, Training and Achievement
3.   Health Status and Care
4.   Economic security/conditions
5.   Crime and Deviance

Each category is further subdivided to give detailed data and information reflecting particular trends and issues on youth. These categories and subcategories can generate statistics which address important aspects of the life of young people - education, work, health, behaviour. Indicators should be broken down, where applicable, by socio-economic group, geographic area, gender, age and ethnic group. Together, the data presented from these categories can create an outline of the conditions in

which young people live, and assist policy makers, social planners, service providers, and researchers to identify gaps where intervention might be beneficial and where changes may be made.

While the indicators which are suggested to start the data base (of social indicators on youth) are felt to be representative, they by no means constitute the total body of knowledge about young people in Jamaica. Ideally however, these indicators can be used as catalysts for further discussion, study and action. Indeed as the data collected reveal changes in trends, it would be necessary to update the indicators, adding or deleting where necessary, in order to ensure the usefulness and currency of the data presented. It should be noted that the indicators chosen highlight in school, as well as, out of school experiences of young people.

In situations where no agency currently collects the required data, or where existing data do not conform to specifications, primary data collection would be necessary. It should be noted that data which directly addresses recreation and leisure activities of youth, as well as, their attitudes and perceptions of Jamaica, the Caribbean, politics, and their future, cannot be accommodated from existing data sources, thus requiring the initiation of data collection at the primary level, by the Youth Division. (See Appendix I, for a list of the categories and subcategories of indicators).

ANTICIPATED OUTPUT
Pertinent to the expected output from a data base of youth indicators, is an examination of the possible users of such data. **Who can utilise social indicators on youth?**
- A range of agencies and individuals who work with and provide services for young people can utilise such a data base. The young people themselves, whether individually or through youth clubs and associations, should find such data useful.
- Social policy planners, researchers, with responsibility for policy and programme formulation and development (This group of users would need additional data, which require additional data/information gathering methods).

A range of output can be generated from a database of social indicators.
1. A composite set of data, addressing important aspects of the lives of youth, accessible from one central location.
   This would result in data being more easily accessible to relevant users. It is anticipated that the increased accessibility and availability would enhance the use of generated data and information, in the planning process at the policy and programme level.

2. Annual report on youth indicators.
   Such a report could provide trend and current information on particular indicators, showing the social well being of youth. It could also help to illuminate relationships between out of school and in-school activities. This report could be disseminated to the relevant stakeholders, who could use the information presented to inform their planning and decisions making. Significantly, distribution of reports analysing statistics from social indicators, would

represent diffusion of information about youth, thus filling existing information or knowledge gaps.

3. Constructing of a summary index of youth (Youth Development Index).
Such an index would synthesize various dimensions of the well-being of youth into a single measure. Indeed the development of such indices is not new, and the Commonwealth Youth Programme has already proposed the development of such an index for youth.

4. The development of performance standards and establishing of performance benchmarks. The availability of trend data allow for the development of performance standards and benchmarks which could be used to strengthen the process of assessment, monitoring and evaluation of policy and programmes.

In addition a database of social indicators, could facilitate the sharing of information at the national, regional and international levels.

WHAT IS REQUIRED TO ESTABLISH A DATA BASE

It is recommended that the establishment of the data base be done in at least two phases.

Phase 1

- Prepare a list of ideal indicators. (See appendix for initial list of indicators and suggested sources).
- Identify indicators for which data are currently available, access same and put on data base. As additional data sources are established, include other indicators.

Phase II

- Where data for indicators identified for inclusion in the data set are not available from existing agencies, arrangements should be given to initiate primary data collection.
- Seek to prepare and publish a report from the statistics on indicators in the data base and disseminate report to stakeholders.

The establishing of a co-ordinating committee comprising representatives of agencies which would be instrumental in providing data, as well as, agencies which work with youth, other users of the information generated, and the young people themselves, is recommended. Included in the tasks of this committee would be the identification of indicators to be added to or deleted from the set of indicators which make up the data base.

NOTE:

Using Microsoft Access database, tables of the indicators listed in Appendix I, have been set up (see diskette accompanying document). The Youth Division needs to decide from which year it will start collection of data and enter same.

APPENDIX I: LIST OF SOCIAL INDICATORS ON YOUTH

DETAILS OF SOCIAL INDICATORS ON YOUTH	SOURCE AGENCY & DOCUMENT	COMMENTS
A: POPULATION (DEMOGRAPHICS), FAMILY & NEIGHBOURHOOD **(I) Demographics (by age, gender, race, geographic/parish distribution)** 1. Number of youth/young adults in population 2. Youth/young adults as % of total population 3. Population projections 4. Marital status 5. Number of youth/young adults (y/ya) with disability 6. Living arrangements of young persons 7. Racial/ethnic composition of y/ya population 8. Religion/religious practice **(II) Family Structure** Living arrangements (mother & father, single parent, grandmother, other) 1. Number living with both parents 2. Number living with one parent 3. Number homeless 4. Number in foster care 5. Number in institutional care facilities **(III) Neighbourhoods** 1. Number living in urban, rural, other towns 2. Number living in poor/very poor neighbourhoods	STATIN Census PIOJ Jamaica Survey of Living Conditions (JSLC)	Conducted every 10 years. JSLC produces annually. Utilises survey design & sampling methodology of STATIN. Sample size 1998 - 9136. Provides useful parish coverage.
B. EDUCATION, TRAINING & ACHIEVEMENT 1. Number of y/ya enrolled in high/secondary scho 2. Numbers of y/ya who dropped out of high/secondary school 3. Reasons for dropping out of school 4. Numbers completing high/secondary school 5. Education level on completion high or secondary school 6. Present educational level (qualification) of y/ya 7. Numbers enrolled at tertiary level 8. Levels of literacy among y/ya 9. Levels of proficiency in Reading, Math, Science for 15-17 yr olds 10. Number of y/ya who use a computer 11. Number involved in school-organised extracurricular activity	Ministry of Education & Culture (MOEC): Jamaica Education Statistics STATIN Jamaica Survey of Living Conditions	Published annually. Trend data may be available, published since 1970s. Currently no age disaggregation for youth and young adults (y&ya). JSLC provides important age group data, especially in 17-18 & 19-24 age ranges.

C. HEALTH STATUS & CARE		
(I) General Health	Ministry of Health	
1. Youth mortality rate		
2. Number victim of violent crime		
3. Number who have regular exercise programme		
4. Number who visited doctor/health centre in last year		
5. Number with health problem in last year		
6. Number of y/ya suicides		
7. Number who considered or attempted suicide		
8. Number who received treatment for mental, nervous, emotional problems		
9. Number of y/ya in excellent, average, poor health		
10. Number of y/ya with health insurance coverage		
11. Number who receive information in school on family life and sex education, AIDS, alcohol, drug abuse education.		
(II) Behavioural Health		
(a) Smoking, alcohol & substance abuse	Addiction Alert Organisation (AAO) and National Council on Drug Abuse.	Neither organisation currently conducts regular research - ad hoc at best. Reliable data not likely to be available form these sources .
1. Number of y/ya who drink alcohol		
2. Amount of alcohol consumption		
3. Reasons for drinking/not drinking alcohol		
4. Number who smoke cigarettes		
5. Quantity (packs) smoked per day		
6. Reasons for smoking/not smoking		
7. Number who use marijuana		
8. Number who use cocaine		
9. Number who use crack		
10. Number who use other drugs		
(b) Sexual Activity & Fertility	National Family Planning Board (NFPB) Jamaica Reproductive Health Survey (JRHS) Examines contraceptive use among women 15-49 yrs and men 14-24 yrs.	JRHS produced every five years. Most recent edition - 1997. Produces separate document on young adults (15-24 yrs). 1998 edition is 6th in series, thus trend data may be available The 1997 JRHS utilised design adopted for continuous Social & Demographic Surveys conducted by STATIN Sample size Male: 14,620 Female: 15,046
1. Number of y/ya who are sexually active		
2. Numbers who use contraceptives		
3. Reasons for using/not using contraceptives		
4. Numbers with children (1, 2, 3, etc)		
5. Number of youth/young adults diagnosed with HIV/AIDS		
6. Number of sexual partners		
7. Number of teen pregnancies		
8. Number of abortions		
9. Knowledge of contraceptives		
D. ECONOMIC SECURITY	STATIN Jamaica Survey of Living Conditions (JSLC)	
(I) Poverty and Income		
1. Number in various economic quintiles		
2. Number of y/ya in poverty		
3. Income to poverty ratio, families with y/ya by income quintile		
E. CRIME AND DEVIANCE	Statistics on some areas included prepared by the Statistical Dept, Commission of Police Office	Suitability of data to be investigated.
1. Y/ya violent crime arrest rates		
2. Carrying of weapons by y/ya		
3. Physical fighting by y/ya (to settle disputes)		
4. Y/ya who are members of gangs		
5. Numbers of y/ya in prison, place of safety, detention centre		

272

BIBLIOGRAPHY

Boxill, I. 1999. "How Our Youth See Their Future", The Daily Gleaner, Tues July 6, 1999.

Carter, R. 1999. "The Research Driven Approach as an Imperative in Youth Programme (Unpublished paper).

Commonwealth Secretariat. 1998. Youth Empowerment in the New Millennium: The Commonwealth Plan of Action on Youth Empowerment to the Year 2005.

Girvan, N. 1995. Report on the Caribbean Symposium on Social Development. Consortium Graduate School, Jamaica.

Government of Jamaica. 1994. The National Youth Policy (of Jamaica).

Noll, H. 1996. Social Indicators and Social Reporting: The International Experience.

Neuman, W.L. 1994. Social Research Methods: Qualitative and Quantitative Approaches. Allyn and Bacon, Massachusetts.

The World Bank. 1999. World Development Report 1998/99. Oxford University Press. Washington D.C.

ATTACHMENT E

PUBLICATIONS ACQUIRED
AND
RECOMMENDED FOR ACQUISITION
FOR RESOURCE CENTRE - YOUTH UNIT

Prepared by
Seneca Lewis-Garraway, M . Sc.

March 2000

274

TABLE OF CONTENTS

275

INTRODUCTION/BACKGROUND

The Youth Division in the Ministry of Local Government Youth and Community Development, has responsibility for the coordination of youth policy at the national level. The Division is expected to be the focal point for the execution of Government's youth policy, and to liaise with private sector and voluntary organisations to address youth issues and concerns. The above of course would entail the preparation of various policy documents, which requires data and information. It is imperative therefore, that any entity which has responsibility for matters of policy, have at its immediate disposal an assortment of appropriate resource material, on which its staff can draw in preparing relevant documents.

One of the targets identified in the Terms of Reference of the Social Policy Analyst-Youth, was the identification of literature and material pertaining to youth programmes, to initiate the establishing of a resource centre[1] for the Youth Division. Following discussions with the Director of Youth, it was agreed that general social policy but youth related material should also be identified and collected. Further it was noted that the task of cataloguing and storage - the actual management of acquired material, required the services of a librarian or a research officer. Thus the Social Policy Analyst would focus on identifying and recommending pertinent material for acquisition.

The major difficulties experienced in expediting this task included the absence of equipment (storage shelves, cupboards) to store material, and the absence of support staff to maintain material. This proved frustrating at times, as having acquired documents, there was no established facility or location for storage.

THE EXISTING SITUATION

The situation existing in the Youth Unit of the Ministry of Local Government, Youth and Community Development, is that the Unit does not have in-house any stock of youth/youth-related documents on which staff can draw for the preparation of policy documents. While copies of some statistical publications prepared by the national agencies, such as Statistical Institute (STATIN) and the Planning Institute of Jamaica (PIOJ) were in-house, there was a dearth of youth/youth related resources, as well as, relevant social policy material. In addition the existing staff were not knowledgeable as to the type of documents suitable for acquisition.

Significantly, no member of staff had responsibility for the management of material acquired. Thus no records were kept of material acquired, who borrowed specific documents, and when documents were returned. Other weaknesses which existed with respect to the establishment of a resource centre, included the absence of suitable equipment for storage of material.

---

[1] It should be noted that the staff complement of the Youth Unit, does not include a research officer or a librarian. In a 1997 assessment of the Unit, conducted by Strategic Management and Training Consultants Ltd., it was recommended that a librarian/documentalist be added to existing staff.

Youth comprises a multidimensional and wide population category. Youth matters cut across many agencies and encompass elements of education and training, health, employment, recreation, etc. It was expected therefore that the material identified and recommended, would be representative of the multidimensional nature of youth.

An important component of this task was the collection and storing in one location, of publications related to the Uplifting Adolescent Project (UAP). It must be remembered that the Youth Unit as the local counterpart on the project, received copies of UAP documents produced. While there was success with locating the vast majority of UAP publications, the problem of inappropriate physical storage space/facilities handicapped the exercise. These documents were stored in a filing cabinet.

The following represent material recommended by the Social Policy Analyst-Youth for acquisition by the Youth Unit. Also included are recommended documents which were actually acquired on behalf of the Unit, and are now available in-house. It should be noted that the Unit does not have any funds specifically allocated for acquisition of resource material. This seriously limited the number of documents acquired, as purchases had to be done from the general budget. Some publications were acquired at no cost, for example, the Grace, Kennedy Foundation Lectures.

A: PUBLICATIONS ACQUIRED ON BEHALF OF AND AVAILABLE IN THE YOUTH UNIT

The publications which are listed below, as indicated, have been acquired and placed in the Youth Unit.

STATISTICAL PUBLICATIONS
- Economic and Social Survey of Jamaica 1997, 1998

- Jamaica Survey of Living Conditions 1996, 1997, 1998

- Jamaica Education Statistics 1995-96, 1996-97

- Report on Tracer Study of 1990 HEART Academy Graduates

- Draft Report on Tracer Study of 1992/1993 HEART Trainees

- Summary of Monthly & Fiscal Year-to-date Statistical Report on all Training Programmes - HEART (March & August, 1999)

JAMAICAN LEGAL DOCUMENTS
- The Juveniles Act of Jamaica

- The Offences Against a Persons Act

- The Education Act

CARIBBEAN PUBLICATIONS
- Tomorrow's Adults: A Situational Analysis of Youth in the Commonwealth Caribbean (George K. DANNS, et al.)

- The Forgotten Majority - a Study of Rural Support Systems and Youth in Seven Caribbean Countries (Meryl JAMES-BRYAN)

- Changing the Future of Jamaica's Children. (UNICEF, Jamaica).

INTERNATIONAL HUMAN RIGHTS CONVENTIONS/COVENANTS

- International Covenant on Civil and Political Rights

- International Covenant on Economic, Social and Cultural Rights

- The Convention on the Elimination of all Forms of Discrimination Against Women

- The Convention on the Rights of the Child

INTERNATIONAL YOUTH RELATED CONFERENCE

- World Programme of Action For Youth to the Year 2000 and Beyond

THE GRACE, KENNEDY FOUNDATION LECTURE SERIES

The Grace, Kennedy Foundation was established in 1982 by Grace, Kennedy and Company Limited, a private company. The Grace, Kennedy Foundation Lectures commenced in 1989 and are presented yearly. They represent the Foundation's attempt to initiate public debate and commentary on issues of philosophic, religious, social and political concern. Lectures are presented by a person of distinction, who explores important aspects of Jamaica's social and economic development. The following are the lectures presented, by year presented and author.

| 1989 | **G. Arthur Brown** Patterns of Development and Attendant Choices and Consequences of Jamaica and the Caribbean |

| 1990 | **Alister McIntyre** Human Resources Development: Its Relevance to Jamaica and the Caribbean |

| 1991 | **Don Mills** The New Europe, the New World Order, Jamaica and the Caribbean |

| 1992 | **Burchell Taylor** Free for All: A Question of Morality and Community |

| 1993 | **Elsa Leo-Rhynie** The Jamaican Family, Continuity and Change |

1994   **Keith S. Panton**
            Leadership and Citizenship in Post-independence Jamaica - Whither the Partnership

1995   **Lucien Jones**
            The Jamaican Society - Options for Renewal

1996   **Elizabeth Thomas-Hope**
            The Environmental Dilemma in Caribbean Context

1997   **Gladstone E. Mills**
            Westminster Style Democracy: the Jamaican Experience

1998   **Don Robotham**
            Vision and Volunteerism - Reviving Volunteerism in Jamaica

1999   **Barry Chevannes**
            What We Sow and What We Reap: Cultivating a Male Identity in Jamaica

LIST OF MAJOR DOCUMENTS PRODUCED BY THE UAP

The following UAP documents were identified and stored together in a filing cabinet at the Youth Unit. As the local counterpart on the UAP, the Youth Unit received copies of all UAP documents produced.

1.   Uplifting Adolescents Project Work Plan, October 1996

2.   Training Plans - General Life of Project & Year One (1996-97), October 1996

3.   Guidelines for Proposal Development (First Issue), December 1996

4.   UAP Quarterly Report: January to March 1997

5.   Institutional Assessment of the Youth Development Services Division, Ministry of Education, Youth & Culture, April 1997

6.   NGO Management Manual for UAP Sub-grants, May 1997

7.   UAP Quarterly Report: April to June 1997

8.   Final Report, UAP/JIM Administrative Management Training for Non-governmental Organisations, April 1997

9.   UAP Quarterly Report: July to September 1997

10.   Guidelines for Proposal Development (Third Issue), October 1997

11.   HRD - Personnel Management Manual for Non-governmental Organizations, UAP/JIM, November 1997

12.   Case Management & Procedures Manual for Non-governmental Organizations, UAP/JIM, November 1997

13.   UAP Quarterly Report: October to December 1997

14.   Workshop Report "Reproductive Health for Adolescents Aged 10-14", UAP, April 1998

15.   Workshop Report "Developing Teaching Aids for Literacy and Remedial Education" for Non-governmental Organizations, UAP, June 1998.

16.   Project Orientation Booklet, June 1998 Issue, UAP

17.   Workshop Report "Tracer Studies for UAP NGOs", UAP, June 1998

18.   Workshop Report "Parent Trainers", UAP, September 1998

19.   Workshop Report "Effectiveness Criteria - Progress Review for Future Action", UAP, September 1998

20.   Workshop Report "Tracer Study Training for NGO Interviewers", UAP, September/October 1998

21.   UAP Quarterly Report: July to September 1998

22.   Workshop Report "Training Skill Trainers for At-risk Youth", UAP, November 1998

23.   Workshop Report "Literacy & Remedial Education - Part Iii - Numeracy", UAP, December 1998

24.   NGO Management Manual for UAP Sub-grants, Second Edition, December 1998

25.   UAP Quarterly Report, October to December 1998

26. Workshop Report "Tracer Study Results & Performance Tracking System", UAP, March 1999

27. Orientation Booklet, Issue # 2, UAP, April 1999

28. UAP Quarterly Report, January to March 1999

29. Documenting Program Outcomes: Findings of the First Tracer Study of UAP, December 1998

30. UAP Performance Tracking System - Manual for the Electronic Component. First Edition.

31. UAP Workshop Report "Fundraising & Sustainability", May 1999

32. UAP Project Rapid Appraisal on "Effectiveness Criteria"

33. UAP Quarterly Report, April - June 1999

34. UAP Quarterly Report, July - September 1999

35. UAP Quarterly Report, October - December 1999

B: PUBLICATIONS RECOMMENDED FOR ACQUISITION BY THE YOUTH UNIT

The publications listed below were recommended for acquisition by the Youth Unit.

- Demographic Statistics   (Statistical Institute of Jamaica - Published Annually)

- Labour Force Statistics   (Statistical Institute of Jamaica - Published Annually)

- Statistical Yearbook of Jamaica (Statistical Institute of Jamaica - Published Annually)

- Directory of NGOs Engaged in Social Development in Jamaica   (Planning Institute of Jamaica)

- Summary of Monthly & Fiscal Year-to-Date Statistical Report on all Training Programmes - HEART/NTA (Monthly & yearly reports available)

- Reproductive Health Survey of Jamaica
  - Young Adults Report
  - Regional Report
  - Final Summary Report
  (Produced by The Jamaica National Family Planning Board - JNFPB)

- The Council for Voluntary Social Services (CVSS) - The First Fifty Years By Elsie SAYLES

- Who Will Save Our Children: The Plight of the Jamaican Child in the 1990s by Claudette CRAWFORD-BROWN

- The Situation Analysis of Women and Children in Jamaica 1995 by UNICEF & PIOJ.

- Report on a Study of Youth Enterprise Schemes (by Commonwealth Secretariat 1989).

- The Challenge of Youth Unemployment in the Caribbean: the Role of Youth Employment Training Programmes by Dennis PANTIN

UN PUBLICATIONS
- UNDP Human Development Report

- Progress of Nations

UNICEF PUBLICATIONS
- UNICEF Annual Report

- The State of the World's Children

- PREview (UNICEF Newsletter on policy, planning and evaluation)

WORLD BANK PUBLICATIONS
- World Development Indicators

- World Development Report 1998/99

- Journal of Human Development

CONFERENCE REPORTS
- The World Summit for Social Development March 1995

- The Crisis of Social Development in the 1990s: Preparing for the World Social Summit, February 1994.

- Advancing the Social Agenda: Two Years after Copenhagen, July 1997

- After the Social Summit: Implementing the Programme of Action, July 1995

INTERNATIONAL YOUTH RELATED CONFERENCE DOCUMENTS
The following conference documents include sections which address issues and concerns relating to youth and children.

1. United Nations Conference on Environment and Development (UNCED) 1992
   Also known as the "Earth Summit". The two major documents coming out of this conference are (a) Rio Declaration on Environment and Development (b) Agenda 21, which is the programme of action from the conference.

2. World Conference on Human Rights 1993

3. Global Conference on the Sustainable Development of Small Island Developing States (SIDS) 1994

4. International Conference on Population and Development (ICPD)1994

5. World Summit for Social Development (WSSD)1995

6. Fourth World Conference on Women (FWCW) 1995

7. United Nations Conference on Human Settlements, Istanbul (UNCHS) 1996

ATTACHMENT F

A BRIEF LOOK AT
YOUTH DEVELOPMENT PROGRAMMES
IN
CARICOM COUNTRIES

Prepared by
Seneca Lewis Garraway

March 2000.

TABLE OF CONTENTS

287

EXECUTIVE SUMMARY

The available information indicate that CARICOM countries generally have some type of youth development programmes in place. All countries have established a national youth co-ordinating mechanism. Seven countries have a Youth Director/Director of Youth position, while the others have a senior staff personnel in charge of youth matters. Youth was found to be combined with other human developmental areas such as education, community development, culture and sports.

The development of National Youth Policies in Caribbean countries is at varying levels of preparedness. According to the Commonwealth Youth Programme, at the end of 1998, the territories of the British Virgin Islands, the Bahamas, Jamaica and Guyana had fully documented policies in place. Other countries either had draft copies in place or were engaged in national consultations prior to drafting policies.

Youth development programmes in the territories from which information was received covered the areas of training and education, remedial education, health, entrepreneurship, as well as, employment and placement. In Barbados and Trinidad and Tobago, some programmes have active participation from both the public and private sectors. NGOs also play significant roles.

It appears that there are avenues for collaboration and networking among Youth agencies in the Region. The Barbados Youth Entrepreneurship Scheme and Trinidad and Tobago's Youth Training and Employment Partnership Programme, are two programmes which merit further investigation. The former uniquely combines entrepreneurship and a mentoring programme, while the later brings together organisations from public, private, non-governmental, and community levels to contribute to youth development.

The data collection process for this document was difficult and frustrating at times, as the paucity of information and weak documentation process in many countries, surfaced. The need for improvement in the areas of programme and policy documentation and information gathering, is obvious. Indeed, it represents a critical area in which regional youth agencies should collaborate with a view to identifying solutions. Improved documentation would greatly assist the exchange of information and best practices, and help to strengthen the development of the Region's young people.

INTRODUCTION

The United Nations declared 1985 International Youth Year. This declaration was accompanied by the issuing of Guidelines on Youth, which sought to provide government and non-governmental organisations with possible direction, and advice on meeting the developmental needs of young people. The World Programme of Action for Youth, adopted by the United Nations General Assembly in 1995 reiterated the main principles and recommendations of the Guidelines. Specifically, it urged those Governments which had not already done so, to formulate and adopt an integrated national youth policy, as a means of addressing youth-related issues/concerns.

This brief look at youth within CARICOM countries (other than Jamaica), will examine the following:-

♦ Countries which have designated a national youth co-ordinating mechanism (ministry, department, council, committee, etc.)
♦ Countries which have formulated a national youth policy (cross-sectoral)
♦ Countries which have implemented a national youth programme of action (operational, voluntary services)

This examination is important as it provides pertinent information on what is happening in other CARICOM countries, and identifies possible avenues for collaboration, networking and exchange among nations.

The gathering of data for this document proved slow, time consuming and at times difficult. This was because of limited responses to requests for information from various Youth Divisions. Contact by telephone proved futile as, not only was it expensive, but often available staff could not provide information at short notice. Use of the Internet proved limited as most CARICOM countries have not yet established web sites. Seeking assistance through regional entities such as the Commonwealth Youth Programme and CARICOM Youth Desk also presented problems, which reflected the absence of up to date records on the status of activities in member countries. However, using information from secondary sources, along with the responses received, the following was prepared.

A: COUNTRIES WITH DESIGNATED NATIONAL YOUTH CO-ORDINATING MECHANISM

The available data indicate that the vast majority of the countries of CARICOM have instituted some level of national youth co-ordinating mechanism. While the location of youth within government ministries varies, combinations with community development, education, culture, sports and other areas of human development is prevalent. In seven countries, a Director of Youth/Youth Director position exists, while for the remaining countries, youth departments are headed by senior officers. In most cases matters of youth are handled through a Youth Division/Department.

Countries with a Director of Youth/Youth Director position
1. The Bahamas
2. Barbados
3. Belize
4. Anguilla
5. Jamaica
6. St. Kitts
7. Trinidad and Tobago

B: COUNTRIES WHICH HAVE FORMULATED A NATIONAL YOUTH POLICY (CROSS-SECTORAL)

A national youth policy represents a nation's declared position on the priorities and direction that nation intends to take, in ensuring the development of its young men and women. Such a policy recognises that young people as an important segment of the population, have specific problems, concerns, needs, interests, contributions and overall characteristics, which require specific responses. These characteristics and issues should be integrated into the nation's social, economic and political, decision-making agenda.

The first set of recommendations on matters relating to national youth policies, were made in 1985 by the General Assembly of the United Nations. These recommendations were contained in the Guidelines for Further Planning and Suitable Follow-Up in the Field of Youth. Among other things the Assembly noted the need for national policies:-
♦   to be wide ranging and to include measures directly and indirectly, concerned with youth activities
♦   to view youth as a broad category encompassing many specific subgroups
♦   to give special attention to the specific needs of the more vulnerable of the identified subgroups.
Of necessity national youth policies ought to be cross-sectoral, and should be reviewed continuously.

In the English-speaking Caribbean, the development of National Youth Policies are at varying levels of preparedness. According to the Commonwealth Youth Programme Caribbean Centre (CYP

Caribbean Centre), as at December 1998, of eighteen Caribbean Commonwealth countries, six had fully documented national youth policies, three had draft policies, six were engaged in the consultation process prior to drafting policies, and three had plans to commence drafting in 1999. Among the six countries with fully documented national youth policies are the Bahamas, British Virgin Islands, Guyana and Jamaica.

The British Virgin Islands (BVI) National Youth Policy

The national policy document of the British Virgin Islands states that:-

> the new National Youth Policy is not intended as a mere reaction to apparent ills, problems and anti-social behavior. Rather, it emphatically seeks to promote a pro-active approach to empowering BVI youth to participate meaningfully in their optimum growth and development towards fulfillment of their proper role and function in society (NYP 1994:3 in Danns et al).

The main element of the policy focuses on:

- **Remedial measures:** These aim to alleviate some of the problems identified by the youths, and to strive to meet their needs through a collaborative approach involving government, private sector, the church body, voluntary groups and non-governmental organisations.

- **Education:** The focus here is on implementing programmes through formal and nonformal educational mechanism, to cater for the continuing education of youth, especially teenage mothers, school drop-outs and less privileged youth.

- **Unemployment:** Training in vocational skills, literacy skills, counselling and establishment of a Youth Employment Bureau, which will assist in enhancing skills of unemployed youth and facilitate access to job opportunities.

- **Other areas of focus** include teenage pregnancy, health, recreational facilities, and the youth award scheme.

Guyana National Youth Policy

The National Youth Policy of Guyana listed among its general objectives:

- To facilitate the adequate involvement and participation of youth in the local, economic and cultural life of Guyana
- To foster national understanding, unity and patriotism among young people
- To facilitate youth leadership in all socio-economic and cultural spheres
- To encourage the involvement of voluntary youth organisations in the development of youth
- To confer national recognition upon youths and their organisations
- To instil in the youth a concern for the environment.

Strategies proposed to facilitate the achievement of the identified objectives include:

a.   Reorganisation of the Government's Youth Department, with a youth representative for each of the ten administrative regions

b.   The establishment of a National Youth Council, which will serve as the main non-governmental advisory body to government on matters relating to youth.

C: COUNTRIES WHICH HAVE IMPLEMENTED A NATIONAL YOUTH PROGRAMME OF ACTION

Data on this area proved somewhat sparse and sometimes conflicting. However according to the United Nations General Assembly, countries in Latin America and the Caribbean (LAC) which have implemented a national youth programme of action include the English-speaking countries of the Bahamas, Barbados, Jamaica, Suriname and Trinidad and Tobago; and the non-English speaking countries include Costa Rica, Cuba, Nicaragua, Peru and Venezuela.

Attempts to examine programmes/activities in further detail proved unsuccessful, due to a paucity of information, with the exception of Barbados and Trinidad and Tobago. Information acquired for the latter countries proved quite informative.

The Barbados Youth Service (BYS)

Established in 1991, under the aegis of the Community Development Department, the Barbados Youth Service sought to create an outlet for positive activity and development among Barbadian youth. Objectives aim to instill a sense of discipline, build self confidence, heighten community awareness and develop a sense of brotherhood. In 1995 the Division of Youth Affairs assumed responsibility for the Youth Service.

The BYS programme offers 12 months of training to young people between the ages of 16 and 22 years. The programme has three phases:-

1.   **Residential (3 months)**
      Focus: Adolescent Development - building self-esteem, counselling, team building, academic and sport development.

2.   **Skills Development (3 months)**
      Focus: Training in at least two skill areas.

3.   **Job Attachment (5 months)**
      Focus: Work experience in the Public and Private sectors. Also includes seminars and projects.

Trinidad and Tobago National Training and Service Program (NTSP)

The National Training and Service Program is a voluntary programme established in 1990. Its objectives seek to encourage service in community and country; foster self development; instill self esteem and nationalism in young people; and to provide job opportunities.

Participants are assigned to projects in their communities and work on projects until completion. While the programme is entirely voluntary each individual is expected to serve for nine months. All persons between the ages of 17 and 25 years are eligible to participate. Programme orientation includes instructions in first aid, health education, personal development, disaster preparedness, physical training, and values, attitudes and motivation.

Major project areas include National Environmental Awareness and Conservation Services, National Paramedical and Nursing Service, and National Agriculture and Farming Service.

D: GOVERNMENT PROGRAMMES PROMOTING YOUTH DEVELOPMENT

This section presents information on some of the youth development programmes in the territories of Antigua and Barbuda, Barbados, St. Vincent and the Grenadines, and Trinidad and Tobago.

Antigua and Barbuda

The Youth Department in Antigua and Barbuda operates under the purview of the Ministry of Education, Cultural and Youth Affairs. Programmes offered for the development of youth include:-

1. **The Junior Achievement Programme** which provides opportunities for young people to learn the skills of operating a small business. The programme includes leadership training, motivation techniques, economic literacy and includes a practical attachment.

2. **Peer Counselling Programme:** This programme trains young people to counsel their peers, and provides one-to-one counselling upon request. Areas of focus include
    - Study skills
    - Drugs
    - AIDS
    - Career choices
    - Teenage pregnancy
    - Improving relationships with parents and teachers
    - School dropouts

3. **Continuing Education:** This continuing education programme is conducted to assist slow learners; upgrade literacy skills; assist school dropouts to continue their education; and provide evening classes for working parents.

Barbados

In Barbados, matters of youth are handled by the Youth Affairs Department, which is part of the Ministry of Education, Youth Affairs and Culture. Youth Affairs is headed by a Director of Youth.

The Barbados Youth Affairs Department co-ordinates three major programmes as follows:-
1.   Barbados Youth Service (BYS)
2.   Youth Development Programme (YDP)
3.   Youth Entrepreneurship Scheme (YES)

Barbados Youth Development Programme

The Youth Development Programme (YPD) was created in 1995, with the major objective of addressing the concerns, issues, aspirations and prospects of all young people within the age group of 15 - 30 years. Of significance is that all programmes of the YDP are created based on information collected during the 1995/96 National Youth Survey, and on-going interaction and co-ordinated consultations with youth within their communities.

Under the YDP, there are four geographical zones, each headed by a Senior Youth Commissioner. Each zone is further divided into eight districts, making a total of thirty two districts, each of which is individually serviced by thirty two Youth Commissioners. Each district consists of approximately 2,500 young people within the YDP's target group.

The YDP co-ordinates a number of annual events, and also provides a variety of services to community groups. These activities include:-
*   training programmes for youth and community groups
*   secretariat services for youth and community groups
*   facilitation services for individuals and organisations
*   community projects and community productions
*   co-ordination of sports rallies.

The responsibilities of the youth commissioners include the following.
*   to identify, collect and maintain basic information on all young people between ages 15 and 30 years
*   to promote, mobilise and extend the activities and membership of youth groups and organisations in their districts
*   to maintain a directory of all services and programmes available in Barbados, relevant to the needs of young people
*   to maintain a directory of youth and community organisations
*   to facilitate the realisation of the creative potential of young people, by mobilising, guiding and channeling their access to the wide range of government and non-government services.

Barbados Youth Entrepreneurship Scheme (YES)

The Youth Entrepreneurship Scheme (YES) provides assistance to young persons between the ages of 15 to 30 years in the creation, growth and development of their own businesses. YES, which was

started in August 1995, represents a vital component of Barbados's business and youth development strategies. Through this programme young entrepreneurs are offered an opportunity to acquire the necessary skills to start their own businesses. The programme provides the following network of resources/services:-

- Direct technical assistance
- Facilitation of access to financial assistance
- A mentoring programme
- An entrepreneurial development training programme
- An accounting service
- A marketing service
- Training and business counselling

The importance of combining the services which a young entrepreneur could need and making them available as part of a single package is indeed important. Too often in entrepreneurial programmes, people are given funds to start businesses without the necessary support in areas such as accounting and marketing, areas necessary to ensure the success of any business. What is unique about this programme is the network of resources which forms part of the package and is available to any young entrepreneur. The incoorporating of the mentorship programme is also a unique approach. In many other cases mentorship programmes are operated as stand alone programmes, however in this situation where there is a specific focus, that developing a business, the contribution of a mentor is particularly important.

The Mentorship Programme is an important component of the Youth Entrepreneurship Scheme. It involves experienced, dynamic business mentors, working with the young entrepreneurs on a one-on-one basis, to support and guide them towards successful accomplishment of their business goals.

The Mentorship programme is grounded in the recognition of the importance and power of networks and networking. The approach taken by the organisers of YES, is that their limited in-house resource capacity is not enough to meet the needs of the many young entrepreneurs. Further, the organisers recognise the resource capacity of the many experienced persons in the private sector, many of whom are willing to share their experience, knowledge and time with young entrepreneurs.

YES selectively identifies and recruits individuals (not companies), who are either entrepreneurs or have an entrepreneurial approach to business, to work alongside the young entrepreneurs. For YES it is important that mentors be able to identify with the situation and perspective of the young entrepreneurs. In selecting mentors the aim is to find persons who have, "been there and done that" to form an intimate partnership with those who are now "going there to do that".

The Youth Affairs Division has prepared a pamphlet which sets out the rules and conditions of the mentorship programme.

Publications emanating from the Youth Affairs Department include:-
- The School Leavers' Tracer Survey Report

- Directory of Youth and Community Groups
- Directory of Governmental and Non-governmental Social Services
- Directory of Higher Education and Training
- Builders - Youth Affairs' newsletter
- YES - Youth Entrepreneurship Scheme's newsletter
- On The Move - Youth Development Programme's newsletter

The Department also publishes an Annual Report.

St. Vincent and the Grenadines

The Department of Youth falls within the Ministry of Housing, Local Government and Community Development. The main objectives are:- to improve the quality of life for youth through the provision of education and employment opportunities; promote the general welfare of youth in St. Vincent and the Grenadines; and ensure the complete integration of youth organisations into the National Development Programme.

Programmes are organised around the broad themes of:-

1. **Development, Education and Training:** Areas of focus include leadership and communication skills; health and family life education; problem solving and conflict resolution; peer counselling; parent education skills training; and drug and alcohol abuse.

2. **Outreach Work:** Activities at this level provide technical assistance to youth groups across the territory.

3. **Communication and Information:** This comprises of
   - a radio programme: "Youth Now"
   - a television programme: "As the Youth See It"
   - production and dissemination of fact sheets on a variety of issues confronting youth.

4. **Youth Exchange:** The Department facilitates exchange activities at the local and regional levels.

The Department conducts the Certificate and Diploma courses, in Small Business Management and Youth Work, in collaboration with the CYP Caribbean Centre.

Trinidad and Tobago

The Department of Youth operates under the Ministry of Sport and Youth Affairs. It is the co-ordinating entity for youth development activities in Trinidad and Tobago.

The following are some of the programmes which provide services for young people.

1. **District Youth Services:** There are ten administrative districts, managed by youth officers, which offer services of leadership training, out-of-school education, technical advice on youth

matters, counselling and referral services.

2. **Youth Placement Service:** Facilitates the identification of employment and training opportunities for youth.

3. **Youth Resource and Information Service:** This office identifies, collects and disseminates relevant information and resources to young people at various levels, as well as, to persons working with youth, including policy makers, planners and researchers.

4. **Youth Training and Employment Partnership Programme (YTEPP):** Provides training for unemployed and out-of-school youth in the 15 - 25 years age group, who are expected to become employed, whether through wage or self employment. The programme's main focus is on human resource development and aims to develop well rounded individuals possessing the attitudes, values and confidence to strive in a competitive environment.

    In addition to the core programme, YTEPP offers
    *   support programmes for trainees deficient in literacy and mathematics;
    *   counselling referral support for trainees needing professional counselling;
    *   post training support which includes on-the- job work experience.
    *   a Sales Bureau which provides a marketing outlet for products and services of graduates
    *   an employment bureau/skills bank, which procures and provides employment opportunities for graduates
    *   the Partnership Programme which allows government, business, organisations and the community to provide assistance (financial, raw materials, apprenticeship opportunities, sponsorship).

DISCUSSION AND RECOMMENDATIONS

The information gathered on activities in other CARICOM countries indicate that different countries are actively seeking to address the needs of their youth population. Both Trinidad and Tobago and Barbados seem to have elements of success in youth programmes operated. It would be useful for the Youth Division in Jamaica to consider forging closer links with their Caribbean counterparts, with the aim of learning more about individual youth programme/activities which are operated. The use of the mentoring programme as a component of the Youth Entrepreneurship Scheme in Barbados is unique, and may offer some useful lessons. Indeed the existence of an entrepreneurial programme specifically and directly targeting youth (15 - 30 years) is important. In many other instances such a programme is accessible to any one including youth.

Recommendations

1. The Youth Division (Jamaica) should investigate further the programmes offered to youth in Barbados and Trinidad and Tobago. (In particular the Barbados Youth Entrepreneurship Scheme and Trinidad and Tobago's Youth Training and Employment Partnership Programme).

2. The Youth Division seek to foster links with the Youth Divisions/Departments in other CARICOM countries, with a view of increasing the level of collaboration, networking and information exchange. The difficulties experienced in accessing material for this paper, supports the call for increased information exchange among countries.

3. The establishing of a web site by the Division, which would facilitate networking and allow for increased and easier exchange of information.

298

BIBLIOGRAPHY

Barbados Youth Affairs Department. Building Tomorrow Today.

Barbados Youth Affairs Department. 1997. YES: Youth Entrepreneurship Scheme (Mentorship, The Ultimate Experience).

DANNS, K. et al. 1997. Tomorrow's Adults: A Situational Analysis of Youth in the Commonwealth Caribbean. Commonwealth Secretariat. London.

PANTIN, D.A. 1996. The Challenge of Youth Employment in the Caribbean: The Role of Youth Employment Training Programmes

United Nations Secretariat. Youth Information Bulletin. Volume 1-2/1998.

United Nations Secretariat. 1998. General Exchange of Views on the Implementation of the World Programme of Action for Youth to the Year 2000 and Beyond: National Youth Policies of an Intersectoral Nature. Lisbon, Portugal.